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ABSTRACT

Designed for teaching students in regular and special education classes, the guide provides an instructional approach (as opposed to a counseling approach) to teaching social and behavioral skills. This approach, based on the premise that behavioral skills can be developed through instruction, drills, and applied practice, employs concepts from the behavioral dimension of the Structure of Intellect Model of Intelligence, from assertiveness training, and from the work of Paul Ekman and Wallace Friesen on six basic emotions. The project is built around six instructional units (separate units provided for elementary and secondary levels): (1) basic feelings; (2) understanding interpersonal relationships; (3) problem solving; (4) complex social situations; (5) setting and attaining goals; (6) implications of various actions. Teachers assign project activities, which include group discussion, role playing, modeling, and worksheets. Evaluation instruments, instructions for their use, and a discussion of their development and reliability are included in the document. An assertiveness checklist, behavioral checklist, problem solving checklist, Cognition of Behavioral Units (CBU) Test, and an Evaluation of Behavioral Implications (EBI) are included. Teacher inservice and parent meeting outlines conclude the document. (LH)

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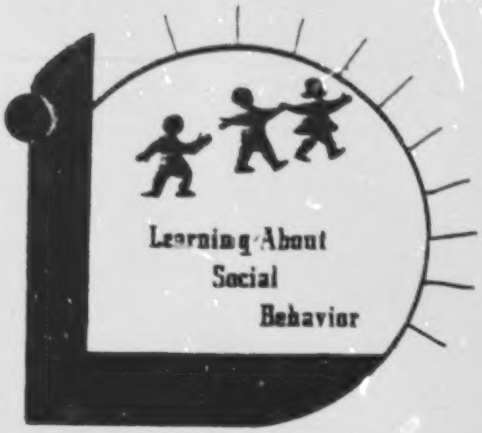

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Learning About
Social
Behavior

IMPLEMENTATION GUIDE

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It has been through the combined efforts of many talented and dedicated people that the "Learning About Social Behavior" program has been developed.

Great appreciation is due Phyllis Huston and Helen Lorenz who were part of the original group of teachers who suggested developing a program based on the behavioral dimension of the Structure of Intellect Model of Intelligence, who have had confidence in the program since its inception and have participated throughout its development.

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Very special acknowledgement goes to the project office staff whose total professional commitment has been to the program —to Margaret King, instructional materials aide, who prepared enticing materials for the students and performed countless other tasks willingly and efficiently; to Sheila Gutierrez, project secretary, who made the project office a well organized and happy place to be; to Mary Beall, project teacher, who constantly modeled the principles taught by the program; and to Jule Dombrower, project psychologist, who demonstrated insight and sensitivity with teachers, students and parents.

Jane Favero
Project Director

August 11, 1980

This new edition was developed as a result of the encouragement of many classroom teachers, school psychologists and counselors throughout the State who felt the Learning About Social Behavior concepts could be applied to additional perplexing situations that the elementary students face.

A special thanks goes to Joyce Fish, project teacher, for her suggestions on improving the original copy, and for her assistance in the editing and refinement of the lessons.

Mary Beall
Disseminator, Special Projects

December 1982

MANUAL

IMPLEMENTATION GUIDE

"Learning About Social Behavior"

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MANUAL

"Learning About Social Behavior"

PURPOSE:

"Learning About Social Behavior" teaches children at elementary and secondary levels to apply thinking skills to their own behavior in order to meet personal needs, to be productive at school, and to establish satisfying interpersonal relationships. The program is effective with learning disability students as well as those in the regular classroom.

HISTORY:

The idea for the program originated with a small group of teachers in the Glendora Unified School District. These teachers saw students in their classrooms whose academic progress seemed to be hampered because of purposeless and non-productive behavior, because of preoccupation with unhappy relationships at home or at school, and because they lacked the skills necessary to change the status quo. For most of the students it appeared that a lack of opportunity to learn productive behavioral skills, rather than deeply-rooted emotional problems, was the primary factor resulting in the behavior which the teachers observed.

"Learning About Social Behavior," unlike programs which attempt to change behavior through a counseling or therapeutic approach, is based on the premise that behavioral skills, like reading and math skills, can be taught through instruction, assessment, drill and applied practice.

A review of educational literature revealed that few programs have convincingly documented their effectiveness in changing student behavior and that developing behavior skills through instruction represented a somewhat unique approach.

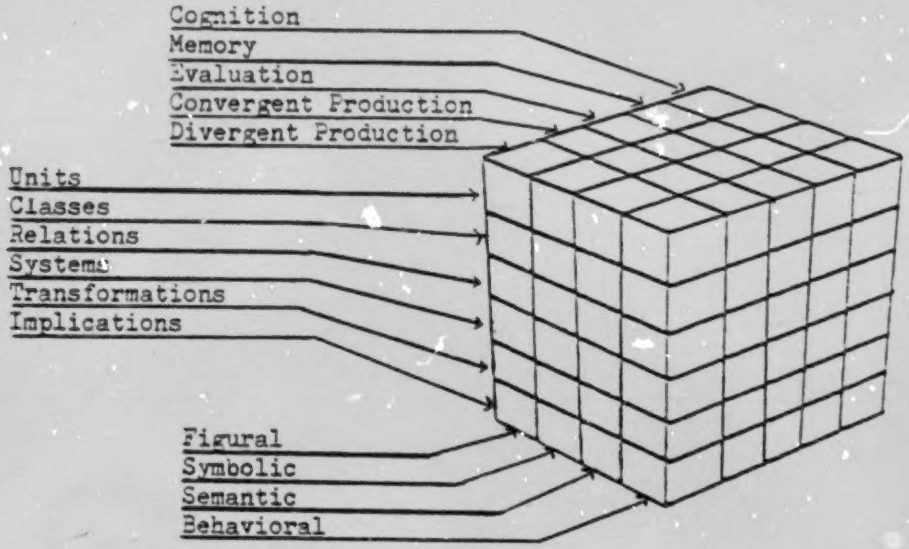
Guidelines for many state and federal categorically funded programs call for components related to emotional and social development. These guidelines were developed after exhaustive needs assessment and indicate that the need for a program like "Learning About Social Behavior" is widespread, occuring not only in our state but throughout the country.

THEORETICAL BACKGROUND

Concepts from the Structure of Intellect Model of Intelligence developed by J.P. Guilford; Assertiveness Training as presented to the project staff by Don Unruh, a marriage and family counselor who practices in Glendora; and Unmasking the Face, a book by Paul Ekman and Wallace Friesen, which discusses six emotions common to many cultures, have been incorporated into the program. The writings of Piaget were also reviewed to determine the type of presentations that would be appropriate for students of different ages.

Structure of Intellect Model of Intelligence

The Structure of Intellect Model of Intelligence[3], serves as the theoretical base for the "Learning About Social Behavior" program. Guilford proposes that intelligence is a composite of at least 120 different mental abilities. Of these, 30 are identified as "behavior" abilities specifically related to personal, interpersonal and social functioning. The Glendora program is built around key behavioral abilities from the Structure of Intellect Model of Intelligence.



Structure of Intellect Model of Intelligence

OPERATIONS

Major kinds of intellectual activities or processes; things that the organism does with the raw materials of information, information being defined as "that which the organism discriminates."

C - Cognition. Immediate discovery, awareness, rediscovery, or recognition of information in various forms; comprehension or understanding.

M - Memory. Retention or storage, with some degree of availability, of information in the same form it was committed to storage and in response to the same cues in connection with which it was learned.

E - Evaluation. Reaching decisions or making judgments concerning criterion satisfaction (correctness, suitability, adequacy, desirability, etc.) of information.

N - Convergent Production. Generation of information from given information, where the emphasis is upon achieving unique of conventionally accepted best outcomes. It is likely the given (cue) information fully determines the response.

D - Divergent Production. Generation of information from given information, where the emphasis is upon variety and quantity of output from the same source. Likely to involve what has been called transfer. This operation is most clearly involved in aptitudes of creative potential.

CONTENTS

Broad classes or types of information discriminable by the organism.

F - Figural. Information in concrete form, as perceived or as recalled possibly in the form of images. The term "figural" minimally implies figure-ground perceptual organization. Visual spatial information is figural. Different sense modalities may be involved, e.g., visual kinesthetic.

S - Symbolic. Information in the form of denotative signs, having no significance in and of themselves, such as letters, numbers, musical notations, codes, and words, when meanings and form are not considered.

M - Semantic. Information in the form of meanings to which words commonly become attached, hence most notable in verbal thinking and in verbal communication but not identical with words. Meaningful pictures also often convey semantic information.

B - Behavioral. Information, essentially nonverbal, involved in human interactions where the attitudes, needs, desires, moods, intentions, perceptions, thoughts, etc., of other people and of ourselves are involved.

PRODUCTS

Forms that information takes in the organism's processing of it.

U - Units. Relatively segregated or circumscribed items of information having "thing" character. May be close to Gestalt psychology's "figure on a ground."

C - Classes. Conceptions underlying sets of items of information grouped by virtue of their common properties.

R - Relations. Connections between items of information based upon variables or points of contact that apply to them. Relational connections are more meaningful and definable than implications.

S - Systems. Organized or structured aggregates of items of information; complexes of interrelated or interacting parts.

T - Transformations. Changes of various kinds (redefinition, shifts, or modification) of existing information or in its function.

I - Implications. Extrapolations of information, in the form of expectancies, predictions, known or suspected antecedents, concomitants, or consequences. The connection between the given information and that extrapolated is more general and less definable than a relational connection.

Each intellectual ability is identified by a trigram made of three letters. The first letter of the trigram represents the operation; the second, the content; and the third, the product. The first initial of the operation, content, or product is used with two exceptions. Convergent production is signified by an N so it will not be confused with cognition. Semantic is signified by M, so it will not be confused with symbolic. The abilities at the rear of the model would be identified as CFU (cognition of figural units), CSU (cognition of symbolic units), CMU (cognition of semantic units) and CBU (cognition of behavioral units).

Selected behavioral abilities have been given special emphasis in the program because of their relevance to day-to-day functioning. Tests and curriculum have been based on these abilities.

They are:

CBU (Cognition of Behavioral Units)
Requires the ability to recognize similar facial expressions, body positions, and voice inflections.
Requires the ability to match facial expressions with voice inflections.

CBR (Cognition of Behavioral Relations)
Requires the ability to recognize from given alternatives the most appropriate description of interaction between two people.

CBS (Cognition of Behavioral Systems)
Requires the ability to understand a sequence of behavior.

CBI (Cognition of Behavioral Implications)
Requires the ability to predict from given alternatives the behavior which would most likely precede or follow an illustrated situation.

EBS (Evaluation of Behavioral Systems)
Requires the ability to make judgements concerning the expected or appropriate behavior in a situation involving at least two people and implying or including a third person.

EBI (Evaluation of Behavioral Implications)
Requires the ability to make judgments concerning the appropriate implications of the outcome of a situation.

Assertiveness Training

As the development of the program progressed it became apparent that a standard of behavior was needed, i.e., students needed to have a model of behavior which they could emulate.

The project was fortunate in obtaining the services of Dr. Don Unruh who has conducted many assertiveness training classes for both young people and adults.

Dr. Unruh's lessons suggest there are three types of behavior which we typically employ in an effort to meet our needs. These are:

1. "Doormat" Behavior

   A doormat uses passive manipulative behavior in order to meet his needs. His actions are characterized by hinting and by an "I don't care anyway," attitude. He tends to be pessimistic and to hope other people will come to his rescue. (For example, "You wouldn't want me to be on your team. I played so badly last week.") He does not stand up for his own rights. He often finds, consequently, that others tend to take advantage of him or to ignore him altogether.

2. "Bully" Behavior

   A bully uses overly aggressive, hostile behavior in an effort to force other people to do as he wishes. His behavior is often typified by name-calling, accusations and fighting. (For example, "You'd better let me play, or else!") While the bully may temporarily intimidate others, he is often the victim of those who eventually decide to "get even," and he experiences much resentment from his associates. A bully stands up for his own rights, but he abuses the rights of others.

3. "Assertive" Behavior

   The assertive person is forthright, self-confident, and able to take responsibility for his own actions. He states his feelings using "I" messages. (For example, "I would like to join your team." "I do not want to be called names any more.") He speaks directly and clearly, makes positive comments, participates in activities and discussions, is a good listener, follows directions and completes assigments. He respects the rights of others and will also defend his own rights.

Assertive behavior is used as a model or standard for students in the "Learning About Social Behavior" program. For example, a lesson on assertive babysitting suggests that an assertive approach is the best one to use when caring for a youngster. Students demonstrate asking the child for whom they are caring to go to bed: as a doormat ("I don't suppose you'd like to go to bed now.") : as a bully ("If you don't get into bed in two minutes, I'm gonna clobber you."): in an assertive way ("I want you in bed by 9 o'clock. I want you to pick up your toys so you will be in bed on time. I want you to start now, please.") Compare this assertive way with the doormat and bully approach.

If assertiveness training is to be of value to students regardless of ethnic or cultural background, there must be an openness to modify and explore ways of self-expression that may differ from the traditional white middle-class focus.

The teacher controls the standard of behavior in the classroom and assertiveness training is presented as an "effective way of acting at school" that will help or benefit us all. Students will concentrate on particular situations and develop their own "natural" style of being assertive, practicing appropriate behaviors for classroom and playground settings.

Unmasking the Face

Paul Ekman and Wallace Friesen are psychologists at the University of California in San Francisco. They have done extensive work on six basic emotions and the facial expressions associated with these emotions. In the book, Unmasking the Face[2], they discuss the ways in which happiness, sadness, fear, disgust, anger, and surprise are registered in three zones of the face—the brows and forehead, the eyes, and the mouth.

Their work was used in developing the CBU (Cognition of Behavioral Units) test and the lesson plans for the unit in which feelings are discussed.

Ekman and Friesen note, as have many other researchers, that facial expressions are a far more reliable means of determining feelings than so-called body language. While project materials do contain a few test questions and worksheets which require the student to consider the feelings associated with various body postures, it is hoped that teachers will stress, especially in view of the many popular books which have been written on body language, that "reading" the face is a superior means of determining feelings than is "reading" posture or movement.

Teachers need also to explain to their students that, for many reasons, an individual may sometimes choose to "mask" his face—that is, to show no emotion or to substitute one emotion for another.

The study of basic feelings forms the foundation for this program. By recognizing the feelings of themselves and others, students may then understand the different types of relationships that exist between two individuals. Students make predictions about consequences or results of various actions. They learn to understand the complex dynamics which exist within a group, and may, therefore, be able to solve interpersonal problems and meet goals more effectively.

Piaget

Piaget[4] has written on cognitive and social development. He suggests that at age seven the child is capable of true logical thinking, is able to consider various aspects of situations, and can recognize and understand viewpoints other than his own. Our experience has shown that the kindergarten and first grade teachers can successfully modify and adapt the lessons to the needs and maturity of their students.

Piaget has also discussed moral thought. He defines morality as the tendency to accept and follow rules which regulate interpersonal behavior. He differentiates between moral rules, which are imposed by others, and justice, a sense of equality which develops from within.

When there is a conflict between fairness and obedience, the child between ages 5 and 8 will usually define justice in terms of authority and will defer to authority. The child between 8 and 12 can distinguish between authority and justice, but he still believes that commands should be obeyed even if they seem unfair. Between the ages of 12 and 14, equality or justice overrules obedience—responsibility to other people and to groups is recognized.

Socially, the child develops from unawareness (ages 2 to 7) to awareness of self (ages 7 to 11), to awareness of self as a member of society (ages 11 to 15). Both cognitive and social development are necessary if the individual is to become autonomous or self directed.

Teachers will have a better understanding of the responses of their students if they keep in mind Piaget's findings.

LESSON PLANS

The lesson plans are divided into 6 units. The first unit deals with basic feelings, how to recognize them, what causes them, what actions may accompany them, and the ways in which one might wish to modify his/her own behavior because of the feelings being exhibited by someone else. At the end of Unit I are the lessons which introduce the three ways of meeting needs—as a doormat (fearful, passive), as a bully (angry) and as an assertive person (forthright).

The second unit deals with relationships—the interaction between two people. Students' knowledge of feelings is used to help them understand different types of relationships (competitive, friendly, cooperative, etc.). In addition, they have opportunities to practice assertive behavior in a variety of interpersonal situations.

Many of the lessons in the first two instructional units require that students use the six intellectual operations of the Structure of Intellect Model—cognition, memory, devergent production, convergent production and evaluation. The third unit, problem solving, requires students to apply what they have learned by using a problem solving model.

The fourth unit deals with complex behavioral situations. Some of the lessons have been suggested by the Structural of Intellect definitions of behavioral systems. Students consider sequences of behavior which lead to a given result and learn to determine the behavior appropriate in different social situations.

The fifth unit is on goal setting. Students select a school goal and a home goal. They outline the steps needed to reach these goals, monitor their progress toward them, revising their strategies if the goal is not reached.

In the sixth and final unit students study implications and learn to consider the outcome of their behavior before acting. Following this unit of instruction the EBI test should be administered.

The lessons will be more effective if teachers take a few minutes to read them over before presenting them to the classroom. Almost all the materials needed for the programs are included in this notebook and the accompanying package of games. Teachers using the program will not need to construct materials (such as work sheets or hands-on curriculum). Occasionally, a reference is made to photo boards. These are large picture boards, usually photographs, and can be found in commerical kits such as the TAD kit and the FOCUS kit. If photo boards are not available, National Geographics and old copies of Life Magazine are excellent sources of appropriate photographs.

The lesson plans have been arranged sequentially. The following "core" lessons provide information used in other lessons and are directly measured by the evaluation instruments. These lessons should be included whenever possible in the implementation of the program.

Unit I	Lesson 1-8 and 13-17
Unit II	Lesson 1-2-3
Unit III	Lesson 1 & 2
Unit IV	Lesson 1 & 3
Unit V	Lesson 1-2-3
Unit VI	Lesson 1-2-3-9

Other lesson plans may be deleted because they are not appropriate for students of a given age level (i.e. the lesson plan on tattling is particularly appropriate for young children, while those on assertive babysitting and debating were specifically written for fifth and sixth grade students.)

Over fifty lesson plans have been included. Some of the lesson plans need two or even three half hour sessions. The amount of time spent on each lesson will depend upon the complexity of the lesson, as well as needs of the students, and will vary from class to class. As teachers become familiar with the format and content of the materials they will, perhaps, choose to introduce topics that are to consider a situation of current concern in their classrooms.

LOGISTICS

"Learning About Social Behavior" has been used in many ways by many different people.

Classroom teachers, learning disability teachers, special education aides, resource room teachers and psychologists have used the materials successfully.

The lessons have been presented to the entire class by one presenter working on his or her own, or by a presenter with the assistance of an aide or parent volunteer (whose responsibility generally was to administer chips).

They have been presented by two adults who divided the class into two circles of about 15 students each and worked simultaneously. They have been presented by two adults who divided the class into 4 small groups. Two groups were sent to the library to study while the adults each worked with a group of 7 or 8 students. A switch was then made. Students who had had group instruction went to the library; those from the library then participated in the project activities.

With learning disability students, the program uses more assessment and more individualized instruction.

While sessions in the regular classroom usually lasted for 1/2 hour and were conducted twice a week, there was some variation from classroom to classroom. Teachers of fifth and sixth grade students occasionally allowed the discussions to continue for more than 1/2 hour if students seemed especially involved. Sometimes impromptu discussions were held when a classroom situation developed which seemed to be closely related to the project.

Learning disability students often worked on program activities for approximately 15 minutes at a time four or five days per week. It should be noted that students will master the concepts more quickly and surely if, throughout the day, teachers model the behavior they are advocating and reinforce students for demonstrating skills being taught by the program.

IMPLEMENTATION PROCEDURES

The following procedures are recommended:

1. Prepare

    a. Determine adults to be involved and their roles

    b. Set aside specific time period for the program, for example, 30 minutes after morning recess on Mondays and Wednesdays.

    c. Review lesson plans to be used. Include the core lessons noted in the lesson plan section. Exclude those which are inappropriate because of content or difficulty level.

    d. Review classroom strategies on role playing and use of chips.

2. Administer evaluation instruments

    a. Assertive Checklist - an observational checklist of forthright behavior to be completed by the classroom teacher.

    b. Behavioral Checklist - an observational checklist of non-faciliative classroom behavior to be completed by the classroom teacher. (optional)

    c. Problem Solving Checklist - an observational checklist of group problem solving skills to be completed as students engage in problem solving activity - "live" or on video tape. (optional)

    d. CBU (Cognition of Behavioral Units) - a multipe choice test for students which measures recognition of feelings.

    e. EBI (Evaluation of Behavioral Implications) - a multiple choice test for students which measures the ability to select the best course of action in challenging situations.

Before beginning instruction, complete the Assertive Checklist, and administer the CBU and EBI tests. The CBU test is given again at the end of Unit I. EBI is also given as a posttest at the end of the program.

Copies of these instruments, instructions for their use and a discussion of their development and reliability is included in the section on evaluation instruments.

3. Implement and Modify

   a. Begin instruction using sequence suggested in lesson plans.

   b. Review program using interim evaluations if desired. Modify adult roles, time of day and length of presentations, and lesson plan content if necessary.

(Those working with learning disability students should refer to the Individualized Instruction Supplement.)

CLASSROOM STRATEGIES

The "Chips"

A major strategy in the program involves the use of white, red, and blue "chips" to reinforce key concepts regarding both desired and undesired behaviors. The use of chips is introduced in Lesson 13, Unit I, and is a courteous, nonverbal, less anxiety-evoking "signal" that shapes the desired skills. It is strongly recommended that the chips be used in all subsequent lessons and related activities.

The chips can be made from almost any practical material; they can have almost any shape; they should be a size that is easy to handle. (The suggested colors of white, red and blue originated with an adult assertiveness training class. Other colors may be used at the school's discretion as long as it is consistent in all classrooms.) At least 250 chips of each color should be made.

Sample chips (see Lesson 13, Unit I) are made from construction paper. They are about one and one-half inches square, and they have been laminated. This form is recommended because it is durable, easy for anyone to handle, and it does not produce any noise (as plastic does) when handled or dropped.

Chips should be given to students throughout the lesson, as specific behaviors are exhibited. Students are given white chips for assertive behavior, red chips for aggressive behavior, and blue chips for passive behavior (see details under Behavior). It is often helpful to review this at the beginning of a lesson.

CHIPS SHOULD BE GIVEN IMMEDIATELY, IN A NONJUDGMENTAL MANNER. The primary purpose of the chips is to help students become aware of the different ways in which they act. If necessary, chips can be used in conjunction with a reward system (see details under Reinforcement).

It is helpful to have an assistant who stands in the back of the group to hand out chips. In a small group (six or less), chips can be managed by a leader alone, in which case the leader hands out chips.

If a knowledgeable adult assistant hands out chips, this assistant may give chips as he/she thinks necessary, in addition to giving chips as the leader requests. Students selected from the group or an available student from another class can also make good assistants. In the case of an inexperienced adult new to the program, or a student assistant, chips should be given only at the leader's direction.

Often students indicate that they understand why they have received a colored chip by immediately changing the behavior. (Students receiving white chips often show understanding by smiling and maintaining their desired behavior.) If they do not seem to understand, it is important to provide a brief explanation. The explanation should be a simple and precise description of the student's behavior. (A good time to ask students why certain chips were received is at the end of the lesson.) It is not a time to make a judgment about behaviors or discuss at length or argue with a student about a behavior.

Behaviors. Following are some behaviors for which the different chips should be given.:

Blue Chips: Given for "Doormat" or passive behaviors such as:

1. Not responding
2. Shrugging
3. Mumbling
4. Poor eye contact
5. Not paying attention (daydreaming, inappropriate response, or repeating something just said)
6. Never raising hand
7. Hand over mouth
8. Refusing to try
9. Slouching sitting posture

Red Chips: Given for "Bully" or aggressive behaviors such as:

1. Interrupting or talking out of turn
2. Excessive fidgeting
3. Physically or verbally bothering another student
4. Rudeness or sarcasm
5. Raising hand while another is still talking or answering
6. Saying something mean about another person
7. Defiant sitting posture
8. Pointing in accusation
9. Blaming others
10. Saying, "You are a bully," or "You are a doormat."

White Chips: Given for "Assertive" behaviors such as:

1. Paying attention
2. Good eye contact

White Chips (cont.)

3. Listening quietly
4. Using clear, easily heard voice
5. Volunteering
6. Participating in activity
7. Answering appropriately
8. Good sitting posture
9. Cooperating
10. Saying positive things about another person
11. Using "I" statements

Reinforcement. In some classes the recognition for receiving a certain number of white chips is sufficient reward. Teachers may ask those who have three or more white chips to stand, continue until the top two or three students are identified. Students enjoy this "pat on the back." For many students, external reinforcements associated with the chips are necessary. A very effective strategy involves totalling chips at the end of a lesson. The total number of colored (red and blue) chips is subtracted from the total number of white chips. The following are suggested reinforcers:

1. Peanuts, raisins, etc. (one per white chip)
2. Students with most white chips become "chip givers" during next lesson.
3. Designated number of white chips may be related to a point system.
4. Designated number of white chips equal a raffle ticket. Periodic raffles are held.
5. Designated number of points for each white chip are totalled for the group towards a group goal.

Role Playing Techniques

Role playing is a key procedure used in many of the lessons. It is a means by which students can practice their social skills under controlled conditions. Role playing allows for practice in a safe climate and provides an opportunity to "stop the action and try it again". It provides an opportunity for the teacher and students to comment on specific behaviors, such as facial expressions, posture and language, as well as offering suggestions on how to approach problems.

Role playing does not require any script. It is improvised and involves the stimulation of real situations in which participants play themselves or the parts of others. Role play situations may come from stories (books, movies, etc.) photo boards, "hypothetical" situations, or actual situations suggested by students.

The group leader may ask for volunteers or select students who are suited to a particular role play situation.

Sometimes it is effective to place certain students in special roles. A passive student may play an aggressive role; an aggressive, rebellious student may be a teacher or parent; or an aggressive student may act as a bully so that others can practice dealing with aggression.

It is very important to set the mood and clearly explain the setting, situation, and feelings. This requires a somewhat dramatic introduction to ensure the role players' involvement. Ask a few key questions such as: "Where are you? What has happened? How do you feel?" It is equally important to involve the remaining students as observers. Emphasize the need to develop observational skills. Suggest that they be "good detectives," and ask them to watch for facial expressions, changes in posture, language usage, or other behavior that might affect what they are watching.

Once role playing begins, it is generally worthwhile to let it develop for at least a minute or two (even if nothing seems to be happening) before intervening. Following are some suggestions for instructive role play interventions:

1. Simply end role play and proceed with discussion asking questions like: "What was the problem? How did this person feel? How could you tell? What might you have done? Who was assertive? Who was a 'bully'? Who was a 'doormat'?" etc.

2. Stop the role play. Discuss behaviors. Have students try it again in a more effective manner.

3. Stop the role play. Have students switch roles.

4. Stop the role play. Have students from the observing group take the place of specific role palyers.

5. Other students may be added to the role-playing situation as it develops to illustrate the influence of different behaviors on a group. It is particularly effective to add several students who are acting assertively to demonstrate the power of an assertive group.

6. This personal practice is a rehearsal of the assertive behaviors that are being taught. Frequent opportunities to practice assertive behaviors results in an increased feeling of courage and competency, leading to the desired behavior changes and transfer to the "real world."

Because role playing may be a new experience and/or a difficult one to many students, it is important to reinforce students' efforts with praise.

"That's a good start."

"You're getting the hang of it."

"I really liked the way you said that."

"Do you want to try again and take a deep breath first, so you can relax a bit?"

Group Discussion Techniques

1. Start with basic rules at the beginning of the first few lessons and review periodically. Key rules are: a) Students must raise hands if they want to speak; b) When someone is speaking everyone else must listen quietly; and c) They do not mention names when relating stories, but instead say "someone I know." Chip procedure should be reviewed.

2. Listen carefully to each student as he or she contributes. Allow ample time for completion of ideas.

3. Ask open ended questions such as, "What can you tell us about...? or Can you tell us more about...?"

4. Allow silences or "lull" time. This gives students an opportunity to think. It also contributes to an overall feeling of trust.

5. It is helpful to paraphrase student remarks. This tells the students that you have heard what has been said, and it eliminates the tendency to react or make a judgement about a statement.

6. Try to involve everyone, but do not force a student to participate. Encourage students to participate at the levels at which they are comfortable. With shy students it is sometimes helpful to have them repeat or copy someone else. You may need to ask a shy student questions that require a one word response and then praise their "understanding" or "good listening." A gentle pull may be helpful with students who seem ready to participate, but who are timid about volunteering.

7. If a student is beginning to dominate the group's time, it is helpful to say something like "we have to move on, but I would be interested in hearing more later."

8. BE FLEXIBLE. If a pressing problem arises, it may be very productive to drop the planned lesson and make a lesson out of the problem-at-hand. This may involve a student suggesting a real personal dilemma which can be substituted as a role-play activity or a student suggesting a problem for you and/or others in the group to discuss.

9. Brainstorming. Encourage students to generate ideas freely. Remind them to continue even after they have come up with one or two ideas, to tell everything that comes to mind, and to avoid criticizing or judging ideas. Sometimes it is helpful for the presenter to suggest ideas and to contribute to the brainstorming.

10. Review. Encourage students to participate and, while reviewing, recognize the students who have provided good ideas during the lesson.

OBJECTIVES AND EVALUATION

Formal evaluation of the project was made during each of the three years of development by William B. Michael, Professor of Educational Psychology, University of Southern California. The following information has been taken from Dr. Michael's third year evaluation report.

Four objectives were established for the project. Groups of regular and special education classroom pupils that participated in a program designed to enhance social skills were compared to groups that did not participate in the program. It was expected that the project students would exhibit:

1. At least as high a level of average growth in academic (reading) skills (Objective 1).
2. Higher average increments in affective adjustment as manifested by behaviors considered appropriate and facilitative in a classroom setting. (Objective 2).
3. Larger average amounts of gain in social skills requiring cognition and evaluation of behaviors in interpersonal interactive situations (Objective 3).
4. Greater success in group problem-solving activities involving interpersonal relationships with peers (Objective 4).

Objective 1 (Academic Growth in Reading)

Rationale. The underlying rationale for this objective was that participation in the project would not be associated with any deterioration or loss in basic academic skills on the part of children that received remediation in terms of exposure to project activities.

Instrument. The CTBS-Reading Total Score measure is a widely employed indicator of reading comprehension. The test manual indicates a reliability coefficient in excess of .94.

Findings. In general for corresponding target and comparison samples of regular classroom students positive changes (gains) occurred from pretest to posttest in mean scores. The majority of shifts for individuals within each group were positive rather than negative. Although in some instances the mean gains of the target group were slightly smaller than those associated with the comparison group, the difference was hardly large enough to be of any practical significance.

Pretest and posttest reading test scores were determined for the educationally handicapped self-contained classroom students. The difference in mean gain scores could hardly be considered noteworthy.

Conclusion. The statistical evidence would suggest that for the most part Objective 1 was met. In other words the academic growth in reading on the part of children in the various groups participating in the program was at least equal to that of pupils in comparison samples who did not take part.

Objective 2 (Affective Adjustment Within The School Setting)

Rationale. It was anticipated that exposure to and experience with the materials and instructional strategies of the program would yield some positive transfer of the social skills acquired to the manifestation of facilitative classroom behaviors. The Behavioral Checklist, the Assertiveness Checklist, the SOS Scales, and the observations derived from the Videotape of Individual Behaviors were employed essentially as criterion variables to indicate whether exposure to SOI materials and related teaching activities was indeed associated with change in level of affective adjustment. In other words, it would be hypothesized that those children receiving special training in the development of social skills would exhibit from pretest to posttest a greater shift toward favorable and productive affective behaviors (and away from maladaptive and disruptive classroom affective behaviors) than would those children not receiving such exposure.

Instruments. The Behavioral Checklist, which consists of twenty-five observable behaviors of pupils (largely inappropriate in the judgement of adults), was constructed by regular classroom teachers associated with the project. The five alternatives for indicating the extent to which the behavior was observed were as follows:

(1) You have not noticed this behavior at all.
(2) You have noticed the behavior to a slight degree.
(3) You have noticed the behavior to a considerable degree.
(4) You have noticed the behavior to a large degree.
(5) You have noticed the behavior to a very large degree.

This instrument was a modification of the School Observation Scale (SOS), an instrument originally designed for special education students, which is to be described shortly. The regular classroom teachers indicated that some items on the SOS scale did not pertain to regular classroom students. Hence they decided to modify the SOS and to substitute the Behavioral Checklist for the SOS in the instance of children in regular classrooms. A low score was indicative of a relatively favorable set of behaviors. A test-retest estimate of reliability was found to be .79 for a sample of 30 pupils.

The Assertiveness Checklist was a dual project of the professional personnel serving on the project and of teachers. Consisting of 17 statements, the scale reflects behaviors on the part of pupils that are indicative of self-confidence, willingness to take the initiative, and reasonable conformity to the expectations of teachers and significant others in the school setting. Five alternative responses are provided:

(1) Never or seldom seen.
(2) 25% of the time.
(3) 50% of the time.
(4) 75% of the time.
(5) Almost always seen.

A test-retest estimate of reliability of .70 was determined for a sample of 29 respondents.

The School Observation Scale (SOS) was developed by Dr. William H. Wright, Jr., of the Rowland School District as part of his doctoral dissertation, and the major outcomes of his investigations have been summarized in an article in the Winter 1977 issue of Educational and Psychological Measurement. Because of the promising reliability and construct validity of the subscales of the SOS, portions of it were employed in this project. The format of the two major scales (SOS I: Emotional Lability and SOS II: Personal-Social Adjustment involved a Likert-type continuum consisting of five steps indicating frequency with which a given behavior has been observed by the teachers: (1) Seldom seen or not observed, (2) At least once a week, (3) At least once a day, (4) At least once an hour, (5) Four or more times an hour.

The name of each of the two subscales used for evaluation purposes, the number of items, and the range of points possible (with the large value indicating a high frequency of undesirable behavior and the small value reflecting a relatively low frequency of inappropriate behavior) are as follows:

Scale Designation	Number of Items	Range of Score
SOS I (Emotional Lability 1)	12	12 - 60
SOS II (Personal-Social Adjustment 1)	11	11 - 55

For a so-called normal sample of pupils Wright has reported internal-consistency reliability estimates of .88 and .87, respectively, for the SOS I and the SOS II. Correspondingly for a sample of EH children, reliability estimates of .92 and .96 were cited.

The Viedeotape of Individual Behaviors provided a means for generating observations related to the frequency with which non-productive or distracting behaviors of individual pupils occurred in the classroom setting. Fourteen categories of maladaptive individual behaviors which two observers independently and simultaneously recorded were as follows: poor eye contact, fidgety, poor attention, shrugs and grimaces, inappropriate answer, stalling, ending answer with a question, answering too quickly, hard to understand, poor sitting position, hands on face, no response, miscellaneous. Interrater reliability estimates for two observers who participated in sixty-nine evaluations of videotapes approximated .68 for an individual observer, a value which would become .81 for the total or mean score of two observers after application of the Spearman-Brown formula.

Findings. With respect to each of the six affective measures employed to portray the extent to which pupils had shown behaviors judged to be facilitative, adaptive, and productive to school learning in contrast to those behaviors that would be considered non-facilitative, disruptive, and non-productive, the major statistical outcomes are summarized as follows:

1. Relative to the Behavioral Checklist (administered to regular classroom students) results were mixed. It should be noted that a negative difference between posttest and pretest mean scores

reflected a movement in a favorable direction as a large number indicates a relatively high incidence of inappropriate behavior. Three of the four net mean change scores - those for grades two, four, and six, were negative. Although the samples were almost too small to establish statistical significance, at least through the use of the sign test, three of the four target groups yielded statistically reliable changes in what would be interpreted as a socially desirable direction ($p < .05$). It should be mentioned that attainment of what would be considered as favorable results for the most part during the first two years of the project has not been nullified. The period of time during the third year in which intervention might have exerted an influence has been considerably limited.

2. The Assertive Checklist furnished findings for target and control samples in educationally handicapped and regular classrooms. In general, the statistical data pointed to substantially greater increments in scores on the Assertive Checklist for target samples than for comparison samples. Moreover, with one exception the net mean gain scores for the target group (the difference between the mean gain score of the target sample and that of the comparison sample) was positive. In those instances in which samples were large enough to permit meaningful application of the sign test, the gain from pretest to posttest was statistically reliable ($p < .05$) for the target sample, but not for the comparison group.

3. Employed only with target and comparison groups of special education pupils, the SOS (Part I, Part II, and Total Score) provided observations of the incidence, or frequency, of several maladaptive or inappropriate classroom behaviors—the higher the frequency, the less favorable or socially desirable were the observed behavior patterns of the pupil in the classroom setting. The results were somewhat mixed. Mention should be made of the fact that during the first two years of the project, the outcomes were typically in a direction indicative of what would be viewed as a favorable shift in the appropriateness of the observed behaviors in the context of classroom learning. Once again, it may well be that an insufficient period of time lapsed between pretest and posttest to permit the manifestation of improved behavior patterns to emerge.

4. The Videotape of Individual Behaviors was used with both special education and regular classroom students. For everyone of the twelve pairs of target and comparison subsamples of pupils for whom observations were available, the net mean change score was negative—a finding indicating that without exception the target subgroup registered a greater average reduction in what were judged undesirable behaviors than did the comparison subsample.

Conclusion. Although the findings are somewhat equivocal in relation to the Behavior Checklist and the SOS Scales, the results from the Assertive Checklist and the Videotape of Individual Behaviors lend strong support to an interpretation that affective behaviors involving adjustment to the requirements of the school learning situation had improved. Moreover, when one examines the statistical outcomes within the context of the results forthcoming from the previous years, it appears reasonable to conclude that in general the second objective regarding favorable modifications of observable individual behavior underlying the affective adjustment of both regular classroom students and of special education pupils has been realized.

Objective 3 (Improvement in Social Skills Involving Cognition and Evaluation of Behaviors)

Rationale. One of the advantages of basing the project on the SOI model has been that tests could be constructed to measure abilities as defined by the behavioral portion of the model and that these tests could be administered to pupils to determine the extent to which participation in the project had increased their behavioral skills. Because of the high degree of individualization in instruction only two SOI measures were used across all groups to provide an indication of whether those groups taking part in the program did register larger average amounts of growth than did the comparison groups not participating in the program. Among the seventeen behavioral measures developed within the framework of the Structure of Intellect (SOI) model and which are still being used for individual diagnosis and prescription in several classroom settings, it was decided that two measures would be employed because they represented quite different aspects of behavior (Cognition of Behavioral Units and Evaluation of Behavioral Implications) and because in the judgement of the professional staff in the project they best represented the types of instructional activities that had been occurring in the classroom to enhance social skills. Thus it could be hypothesized that pupils exposed to training materials intended to enhance their sensitivity to the feelings of others as well as their capabilities to evaluate or judge critically alternative courses of action that one might take in a social dilemma would demonstrate a higher level performance on a measure of each of these two constructs chosen than would pupils not receiving such a learning experience.

Instruments. The two measures picked to indicate the extent to which pupils had shown growth in behaviors related to social skills are described as follows:

CBU

Each of the first 16 of the 34 items in the Cognition of Behavioral Units (CBU) measure contains a verbal statement (or stimulus stem) that is read to the examinee and a set of four pictures, one of which illustrates the described feelings. The examinee is to select the picture of a face that in his perception most nearly corresponds to the verbal expression. The remaining items contain a pictorial stimulus of a face that is to be matched with one of four alternative facial pictures that most nearly corresponds to the feeling being portrayed in the stimulus picture. The score is simply the number of correct identifications.

EBI

Consisting of 20 items with a verbal stem that describes a social dilemma, the Evaluation of Behavioral Implications measure requires the examinee to select from four alternative pictures the one which depicts the most appropriate response for resolution of the difficulty posed. In other words, the examinee needs to judge in a critical way the consequences of his decisions.

Findings. The previously described CBU and EBI measures selected to represent the behavior portion of the SOI model were administered as pretests and posttests to special education and regular classroom target and comparison subsamples. Without exception, the relevant target groups registered a positive gain from pretest to posttest as well as a positive net mean change score from pretest to posttest on both the CBU and EBI measures. In thirteen possible contrasts between the target and comparison subsamples, the comparison group actually registered a loss from pretest to posttest in seven instances. In those circumstances in which samples were large enough to permit a meaningful application of the sign test, the target group did register a reliable gain ($p<.05$) in the majority of instances, whereas, the comparison sample did not.

Conclusion. In combination with the results from the findings of the two previous years, the highly consistent outcomes of this third year evaluation reveal most strongly that the third objective pertaining to the realization of larger average amounts of gain in social skills for those pupils who participated in the program in relation to those who did not was clearly met.

Objective 4 (Success in Group Problem-Solving Activities Involving Interpersonal Relationships With Peers)

Rationale. This objective was considered important because enhancement of social skills gained from experience with SOI materials and instructional strategies would be expected to transfer to group problem-solving efforts of complex social dilemmas -- a very important part of day-to-day living, particularly in adult society. Assertiveness rather than overbearing aggressiveness or unwarranted submissiveness to dominating individuals would seem to be essential to effective participation in a group endeavoring to solve a social problem. Moreover, role-playing permits both a natural setting for problem-solving and an ideal situation for videotaping.

Instrument. It was thought that a videotape would provide a reasonably objective means and certainly a permanent record of the behaviors of children in groups of three to five that were trying to resolve social dilemmas or conflict situations. A videotape furnished a view of naturalistic role-playing activities that simulated realistic social encounters in day-to-day living. Three categories of behaviors relative to which two observers recorded pupil manifestation of them were (a) "bully" — the tendency to display aggressive behaviors and to make hostile remarks frequently aimed toward manipulating another individual in order to achieve a goal or objective at someone else's expense, (b) "doormat" — the tendency to withdraw from a challenging situation, to submit, or to be passive, or to be manipulated by others -- an almost masochistic denial of one's self-respect, (c) Assertiveness -- the tendency to act in a way that makes known your intentions, to take the initiative without being offensive to others, and to make known your presence in a social situation. Interrater reliability estimate for two observers who participated in sixty-nine evaluations of videotapes was also .68 for an individual observer, a value which would be corrected to .81 for the total (mean) score of two observers.

Findings. Data was obtained from special education and regular classroom students. In the instance of assertive reactions, the cluster of target groups always yielded a greater mean gain from pretest to posttest than did the comparison sample — an outcome that would be considered favorable in light of the expectations implied by the objective. For the aggressive "bully" variable, the mean change score from pretest to posttest was always negative for the target group as was the net mean change score -- a finding revealing that members of the target problem-solving groups became less aggressive or intimidating subsequent to their participation in the program than did individuals in the comparison group that had not taken part. The direction of this result was also consistent with expectations. Although for the submissive ("doormat") variable the net shift in mean gain score was always negative for the target sample three of the differences reflecting net mean change were actually positive — a circumstance suggesting that the comparison group showed an even larger decrement in incidences of submissive behavior than did the corresponding target sample. It should be stressed that the negative change for the aggressive variables was deemed as evidence of a socially appropriate and functionally effective shift in group problem-solving endeavors.

General Conclusion

That the four objectives of the project have been substantially met would indicate that social skills can be successfully taught not only to pupils in regular classrooms but also to those who evidence both mild and moderate learning disabilities and that the materials and instructional strategies developed within the framework of the SOI model by professional personnel of the Glendora Unified School District are effective. The promising results obtained from both process and summative evaluation would suggest that serious consideration should be given to the early dissemination and implementation of the instructional materials, teaching approaches, and evaluation instruments in other school districts.

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LESSON PLANS ELEMENTARY LEVEL

ELEMENTARY LESSONS

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* Core Lessons

In many cases teachers like to begin with Unit I, Lesson 13, so that the students can immediately practice assertive behavior. It gives the students a model to use during the lessons on feelings. With this one exception, it is recommended that the sequence as listed in the manual be used.

UNIT I, LESSON 1

Introduction

OBJECTIVES:

- To learn the importance of studying social behavior.
- To learn the names of the six basic emotions.

MATERIALS:

CBU test

VOCABULARY:

Behavior, communication

PROCEDURE:

1. "What are some of the subjects you have been studying this year?" "We are going to study a very important subject that no one has mentioned—YOU!"
2. "What is the meaning of behavior?" (How you act)
3. "Why is it important to study behavior?" (Learn how to make friends, get along, be a good leader and a good follower, to make decisions, and set personal goals)
4. "We are going to learn about particular kinds of behavior—personal and social behavior—which involve communication. What is communication?" (A way of telling something, of giving information to another person)

   "What are some of the ways we communicate?" (Write answers on board—circle or add: talking, writing, facial expressions, gestures.)

   "How could you tell someone that you like him using these four ways?" (Have students demonstrate.)
5. "Your feelings affect the way you act and communicate. What are some basic feelings?" (Write the responses on board.) "There are six basic feelings that people all over the world recognize and understand. They are Happiness, Sadness, Fear, Anger, Disgust, and Surprise." (Circle or add to the list on the board.)
6. "I want to see how many of these feelings you can recognize now. You are not going to get a grade on this test, but it will be fun to see how much better you do after you have studied the feelings."

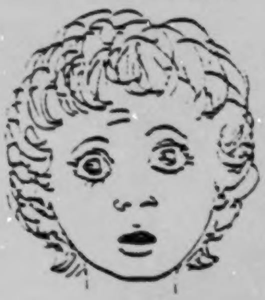
HOMEWORK:

"Turn down the sound on the TV and see if you and your family can guess how the actors feel."

FOLLOW-UP ACTIVITIES:

Place a mirror in a closed box that is labelled "The Most Important Person in the World." Ask students as they leave the classroom for home to look inside the box to find the picture of this most important person.

Core Lesson



UNIT I, Lesson 2

"Surprise!"

OBJECTIVES:

- To be able to recognize and demonstrate the facial expressions, vocal intonations and body postures related to surprise.
- To learn what kinds of things cause people to feel surprised and to experience the feeling of surprise.

MATERIALS:

Large cards showing surprise faces and body posture (Project materials); small hand mirrors or large mirrors (primary only).

VOCABULARY:

Surprised, astonished, astounded, amazed, shocked, flabbergasted, dumbfounded, startled.

PROCEDURE:

1. "We have been talking about emotions, and why it is important for us to recognize how people feel. Let's review the last lesson."
2. "What are the six basic feelings?" (sadness, anger, fear, happiness, disgust, and surprise)
3. "What is the meaning of the word behavior?"
4. Show picture of surprised face. "How does this person feel?" Encourage students to give many synonyms for surprise.
5. While displaying the picture of a surprised face, discuss the appearance of surprise. Eyebrows may be curved and high; horizontal wrinkles go all across the forehead; eyes are wide open with the upper lid raised and the lower lid relaxed; the jaw drops; teeth and lips are apart; the mouth is relaxed.[1]
6. "We have all felt surprised at one time or another. Who has felt surprised recently? Would some of you like to tell us about a time when you were surprised? What are some other things that could make someone feel surprised?"

   Stress that surprise is a feeling that lasts a very short time and is felt when something unexpected has happened. Surprise quickly changes to another emotion which indicates how the person feels about the surprise. For example, a person may be surprised to see a snake in his path, and his surprise may quickly turn to fear, disgust, or—if he is a snake collector—happiness.
7. Pass out small mirrors to primary students to practice making surprised faces. "Let's see if each one of you can make a surprised face." Have upper grade students feel their own facial lines and observe others.

8. "What are some things you might say and how would you say them if something surprises you?" (Main responses to surprise will be neutral exclamations such as, "Wow", "Oh, my!", "Look at that!", or "I don't believe it!". Other responses such as "That's great!", "Terrific", or "Go away!" are not reactions to surprise, but indicate how that person feels about the surprise. Practice saying a statement (example: "It snowed last night") in a surprised tone of voice. Note inflection and tone.

   Discuss responses that seem exaggerated, extreme, or inappropriate.

9. Display body language card. "Can you think of some other ways people show they're surprised?" (Body may recoil, hands may fly up in the air, person may jump either up or back.) Select some students to demonstrate surprise by creating a situation; for example, a snake crawling in front of student.

10. "If you cause someone to be surprised (example: give a surprise birthday party for your best friend), how would you expect him/her to feel and act? What might he/she say? How would you act and what might you say after the surprise?"

11. Provide some sort of situation that will give students the opportunity to experience surprise. It could be a joke, a story with an unusual ending, food item that looks like one thing but tastes and smells like something else, or a sudden popping of a balloon.

REVIEW:

1. "How can you tell if someone is surprised?"
2. "What are some other words that mean surprise?"
3. "How do you feel when you are surprised?"
4. "What causes people to be surprised?"

HOMEWORK:

"Look for a surprised expression in someone so that you can tell us about it next time."

FOLLOW-UP ACTIVITIES:

1. Have students bring pictures (magazine, newspapers, etc.) of various types of people feeling surprised. These may be used for posters, class bulletin board, or class scrapbook.
2. Small Face Cards - games (Project Materials)
3. Behavioral Bingo (Project Materials)
4. CBU worksheets

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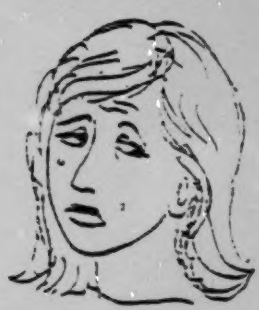
1. From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 34-36. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.



UNIT I, LESSON 3

"Down in the Dumps" - Sadness

OBJECTIVES:

- To be able to recognize and demonstrate the facial expression, vocal intonation and body postures related to sadness.
- To learn what kinds of things make people feel sad and to experience the feeling of sadness.

MATERIALS:

Large cards showing sad faces and body postures (Project Materials); small hand mirrors or large mirrors (primary only).

VOCABULARY:

Sad, depressed, unhappy, mournful, gloomy, sorrowful, distressed, dejected, dreary, somber, grief.

PROCEDURE:

1. "What are the six basic feelings?" (Happiness, sadness, anger, fear, surprise, disgust.) "Which feeling did we talk about last time, and what did you learn?" (Surprise) "For homework I asked you to look for surprised expressions. What surprised expressions did you see?"
2. Show the class a picture of someone who feels sad. "How do you think this person feels?" (Elicit as many different synonyms as possible.)
3. Using the picture, point out the details of a sad face. Inner corners of the eyebrows raised and can be brought together. Inner corner of upper eyelid is pulled up, resulting in a triangle-shaped area. Sometimes when a person feels sad his lower eyelid is raised, so the eye seems more hooded. A sad person may tend to look down rather than straight ahead. The mouth may be pulled down at the corners; the lips will be loose rather than tightly stretched. Sometimes the lips will be loose and trembly as if to avoid crying.[2] Select several students to demonstrate sad faces to the group.
4. "We all have felt sad at one time or another. Who has been feeling sad recently? Would some of you like to tell us about a time when you were sad? What are some other things that could make someone feel sad?"
5. Distribute small mirrors for primary children to practice making sad faces. "Let's see if each one of you can make a sad face." Have upper grade students feel own facial lines and observe others. Point out that when making a sad face we tend to feel sad.
6. "What are some things you might say and how would you say them if something saddens you?" Practice saying a statement (example: "It snowed last night") in a sad voice. Note inflection and tone of voice.

   Discuss responses that seem exaggerated, extreme, or inappropriate.

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[2] From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 114-128. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey

7. Display body language card. "What else might tell you that someone feels sad?" (Body is limp, head down, tears, hands over face, sobbing, tone of voice)

8. "Tell of a time when you have tried to cheer up a friend who was feeling very sad. What did you say and how did you act?"

9. "How would you act and feel towards your teacher who has just been told his/her dog has died?"

10. "When might you ignore someone who is very sad?" (Someone feeling sorry for himself because he cannot be first.)

11. Provide a sad story, movie, etc. to evoke sadness. (i.e. Where the Red Fern Grows, filmstrip, Handy, Focus Kit)

REVIEW:

1. "How do you tell if someone is sad?"
2. "What are some other words that mean the same as sad?"
3. "How do you feel when you are sad?"
4. "What causes people to be sad?"

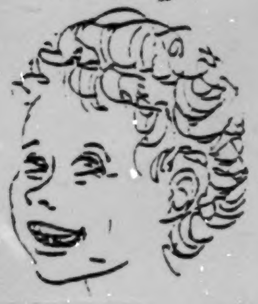
HOMEWORK:

"Be with someone who is sad, so you can tell us how you acted."

FOLLOW-UP ACTIVITIES:

1. Show filmstrip "Handy" (Focus Kit, Level II, SRA). This filmstrip is about a boy and his dog. If students seem too immature for a filmstrip dealing with the death of an animal, stop the film in the middle and allow them to create their own endings to the story. Discuss their feelings.
2. Game of Face Cards (Project materials)
3. Behavioral Bingo (Project materials)
4. CBU worksheets

Core Lesson



UNIT I, LESSON 4

"Feel So Good" - Happiness

OBJECTIVES:

- To learn what kinds of things make people feel happy, and to experience the feeling of happiness.
- To be able to recognize and demonstrate the facial and body postures related to happiness.

MATERIALS:

Large cards showing happy faces and body language (Project materials), small hand mirrors or large mirrors (primary only).

VOCABULARY:

Happy, glad, merry, joyful, cheerful, pleased, delighted.

PROCEDURE:

1. "Which feeling did we talk about last time?" (Sadness) "What did you learn?"
2. "When you were with someone who was sad, how did you act?" "Today we are going to learn about happiness."
3. Show a picture of face reflecting happiness. "How does this person feel?" (Encourage students to give many synonyms).
4. When showing picture discuss the appearance of a happy face. The details include: lips that are drawn back and go up slightly; smile can be very big with mouth open or small with mouth closed; deep folds develop between side of nose and end of mouth; "crows feet" or little lines may develop around the eyes.[3] Select several students to demonstrate happy faces to the group.
5. "We have all felt happy at one time or another. Who has been feeling happy recently? Would some of you like to tell us about a time when you were happy? What are some different things that could make someone feel this way?" Encourage students to move from discussing the feelings of others to their own feelings, (i.e., " felt happy when...")
6. Pass out small mirrors to primary students to practice making happy faces. "Let's see if each one of you can make a happy face." Have upper grade students feel own facial lines and observe others.
7. "What are some things you might say and how would you say them when you are happy?" The voice is another way of expressing happiness. Practice saying a statement (example: "It snowed last night.") in a happy tone of voice. Note inflections and tone. Discuss responses that seem exaggerated, extreme, or inappropriate.
8. Select several students to demonstrate to the class. "How can you tell someone is happy by observing his body posture?"

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[3] From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 99-113. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

9. "How might you act when you are with someone who is happy?"
10. "What are some ways you have made people happy?" (Complimenting, being kind and helpful, telling jokes). "How have you felt when you made someone happy?"
11. Provide a happy story, movie, etc. (special treat) to evoke happiness.

REVIEW:

1. "How would you tell if someone is happy?"
2. "What are some other words that mean happy?"
3. "How do you feel when you are happy?"
4. "What causes people to be happy?"

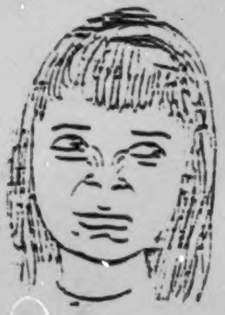
HOMEWORK:

"See if you can do something to make somebody happy (i.e. help around the house, compliment someone, pick up something someone dropped, volunteer to help another student with math or spelling)."

FOLLOW-UP ACTIVITIES:

1. Show "Sometimes People Feel Happy" (filmstrip II, How Are You Feeling Today?, Bowmar).
2. Game of Face Cards (Project materials)
3. Behavioral Bingo (Project materials)
4. CBU worksheets

Core Lesson



UNIT I, LESSON 5

"Why is Your Nose Wrinkled?" - Disgust

OBJECTIVES:

- To be able to recognize and demonstrate the facial expressions, vocal intonations and body postures related to disgust.
- To learn what kinds of things make people feel disgusted, and to experience the feeling of disgust.

MATERIALS:

Large cards showing disgusted face and body postures (Project materials); small hand mirrors or large mirrors (primary only).

VOCABULARY:

Aversion, dislike, repugnance, repulsion, abhorrence, distaste, offensive, contemptuous.

PROCEDURE:

1. "Which feeling did we talk about last time?" (Happiness) "What did we learn?"
2. "What did you do to make someone happy?"
3. Show picture of face depicting disgust. "How does this person feel?" (Encourage students to respond by giving many synonyms for disgust.)
4. While showing picture of disgusted face, discuss the appearance of disgust. Lower lip can be raised or lowered and slightly forward; upper lip will be raised causing wrinkles at the sides and bridge of the nose; raised upper lip causes cheeks to raise so eyes are narrowed and many lines and folds appear below the eye.[4] Select some students to demonstrate to the class.
5. "What are all the different things that might cause someone to feel this way?" (Encourage students to give responses from their personal experiences or to name things that they might find disgusting. Elicit responses that include disgusting sights, sounds, odors, tastes, and things they might touch. Behaviors, such as fighting, teasing, tattling or whining may also be digusting. Point out that something might be disgusting to one person, but not to another. Often times people use the word disgust when they really mean anger, because "it is not nice to be angry.")
6. Pass out small mirrors to primary students to practice making disgusted faces. "Let's see if each one of you can make a disgusted face." Have upper grade students feel own facial lines and observe others.
7. "What are some things that you would say and how would you say them when you are disgusted?" Practice saying a statement (example: "It rained last night" in a disgusted tone. Note inflection and tone. Discuss responses that seem exaggerated, extreme, or inappropriate.

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[4] From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 66-77. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

8. "How can you tell someone is disgusted by observing his body posture?" (He may back off or turn away; hold up hands to ward off disgusting sight—but is not tense as in fear; in extreme cases person may be doubled over and physically ill; may turn green; may hold hands over ears to shut out disgusting sound; may hold nose if there is a disgusting odor.) Select some students to demonstrate these body postures.

9. "If you hit, shoved, and pushed a pre-schooler and others were watching, how might they act and feel towards you? How would you respond to them?"

10. "How might you act towards a person who is teasing or tattling on a younger child?"

11. "How might you feel if you found your classroom vandalized and rotten fruit had been thrown on your desk?"

12. Help class to experience disgust by squeaking chalk on a chalkboard or by letting them put their hands in something slimy such as cold, cooked spaghetti, or by smelling something such as Limburger cheese. "What are some things you thought or said when you felt disgusted?" (Older children can understand that there is a wide range of disgust feelings, ranging from mild dislike to physical illness.)

REVIEW:

1. "How would you tell if someone is disgusted?"
2. "What are some other words that mean disgust?"
3. "How do you feel when you are disgusted?"
4. "What causes people to be disgusted?"

HOMEWORK:

1. Have students look for someone who has a disgusted expression and plan to tell the class about it.

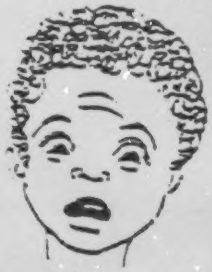
2. Have students observe a friend or family member showing disgust, and relate to the class what made that person disgusted.

FOLLOW-UP ACTIVITIES:

1. Game of Face Cards (project materials)

2. Behavioral Bingo (project materials)

3. CBU worksheets (in curriculum section of book)



UNIT I, LESSON 6

"Whistling in the Dark" - Fear

OBJECTIVES:

- To be able to recognize and demonstrate the facial expressions, body posture and vocal intonations related to fear.
- To learn what kinds of things make people feel afraid, and to experience the feeling of fear.

MATERIALS:

Large cards showing fear faces and body posture (Project materials); small hand mirrors or large mirrors (primary only).

VOCABULARY:

Fear, terror, apprehension, horror, worry, alarm, fright, dread, scare, panic anxiety.

PROCEDURE:

1. "Which feeling did we talk about last time? (Disgust) "What did we learn?"
2. "What disgusted expressions did you see?"
3. Show picture of afraid face. "How does this person feel?" (Encourage students to give many synonyms for fear.)
4. Show picture of afraid face and discuss the appearance of fear. Eyebrows raised but straight across and closer together than usual—this forms a vertical wrinkle above the nose; horizontal wrinkles in center of forehead; upper eyelid is raised; lower eyelid is tensed and drawn up; mouth is open: lips are tense and drawn back or stretched and drawn back.[5] Point out differences between fear and surprise. Select some students to demonstrate fear faces to the group.
5. "We have all felt fearful at one time or another. Who has felt fearful recently? Would some of you like to tell us about a time when you were afraid? What are all the different things that could make someone feel this way?"
6. Distribute small hand mirrors to primary students to practice making fearful faces. "Let's see if each one of you can make a fearful face." Have upper grade students feel own facial lines and observe others.
7. "What are some things you might say and how would you say them when you are afraid?" Practice saying a statement (example: "It rained last night") in a fear tone. Note inflection and tone. Discuss responses that seem exaggerated, extreme, or inappropriate.

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[5] From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 47-65. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

8. "What are some other ways people show they're afraid?" (Person may actually move backwards, or look as if he is about to withdraw; he may put arms or hands over face as if to shut out view of something frightening or to protect himself; he may tremble; may perspire noticeably; his voice may crack or waver, or he may scream; his skin may turn pale) Select some students to demonstrate to group.

9. Discuss idea that fears can be helpful in protecting one from a dangerous situation. Everyone has fears, and it's OK to be afraid sometimes. "What frightens one person may not frighten another." (example: fear of the dark)

10. "If you frighten someone (for example, teasing using a snake, telling how hard a test is) how might that person feel and act towards you? What might he say to you?"

11. "When would you try to help someone who was afraid?" (for example, someone afraid of joining a new class at school).

12. "How might you act if you are with someone who is afraid?"

REVIEW:

1. "How would you tell if someone is frightened?"
2. "What are some other words that mean frightened?"
3. "How do you feel when you are afraid?"
4. "What causes people to be afraid?"

HOMEWORK:

"Look for a situation in which someone is frightened, and tell us about it."

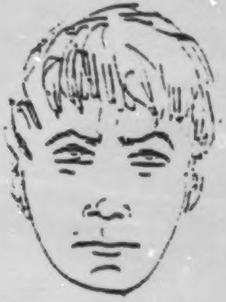
FOLLOW-UP ACTIVITIES:

1. Game of Face Cards (Project materials)
2. Behavioral Bingo (Project materials)
3. CBU worksheets
4. Read the following scene:

   It was midnight—the day had been stormy and filled with lightning and thunder, and now seemed to be the culmination of the night's fury. Suddenly the lights go out. You are alone, and the darkness chills through you. You race to the phone to call the neighbors. The phone is dead. You feel totally cut off, when quite by surprise you realize you're not alone. Footsteps, slight sounds of movement... your eyes are glued to the doorknob, for someone is trying to open it. You stand paralyzed...

   Have students write a paragraph describing a fearful reaction (mention body posture, facial expression and voice tone).

Core Lesson



UNIT I, LESSON 7

"Hot Under the Collar" - Anger

OBJECTIVES:

- To be able to recognize and demonstrate the facial expressions, vocal intonations, and body posture related to anger.
- To learn what kinds of things make people feel angry, and to experience the feeling of anger.

MATERIALS:

Large cards showing angry faces and body posture (Project materials); small hand mirrors or large mirrors (primary only).

VOCABULARY:

Mad, rage, furious, fuming, irate, exasperated, irritated, wrathful, quarrelsome, surly, grouchy, huff, upset, crabby.

PROCEDURE:

1. "What are the six basic feelings?"
2. "Which feeling did we talk about last time? (Fear) What did we learn?"
3. "Tell us about a situation that you saw where someone was frightened?"
4. Show pictures of an angry face. "How do you think this person feels?" (Encourage students to give many synonyms for anger.)
5. Show picture and discuss the appearance of an angry face. Eyebrows will be drawn down and together; vertical wrinkles appear between eyebrows; no horizontal wrinkles in forehead; eyelids tense so person seems to be staring--anger brows push eyelid down to cause this penetrating look; mouth can be open and have a "square" shape (person will be shouting or saying angry things), or lips can be tightly pressed together (person is trying to keep from yelling, or is about to attack). Point out that unless anger is shown in all three areas of the face, the message is ambiguous.[6] For example, a frown may be an indication that the person is straining to see a fine detail. The anger does not have to be intense but it does need to be shown in all three facial areas.
6. "We have all felt angry at one time or another. Who has felt angry recently? Would some of you like to tell us about a time when you felt angry? Can you think of some things that might cause someone to feel angry? (Encourage students to move from discussing the anger of others to relating times they felt angry, or things that make them angry. Remind them that everyone feels angry sometimes.

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6. From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 78-98. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

7. Distribute small mirrors to primary students. Upper grade students feel their own facial lines and observe others. "Let's see if each of you can make an angry face." Have children work individually.

8. "What are some things that you would say if you were angry—and how would you say them?" Practice saying a statement (example: "It rained last night.") in an angry tone. Note inflection and tone. Discuss responses that seem exaggerated, extreme, or inappropriate.

9. "What are some other ways you can tell if a person feels angry?" (Tone of voice—shouting or tense; clenched fists; body may be tense and coiled as if to attack.) Choose some students to demonstrate to class.

10. If you feel your students could handle such a strategy, create the feeling of anger in students through an unfair decision such as, "I've decided that we're not going to have P.E. today because we're going to have a math test instead."

    Discuss their reactions to this announcement. Rescind decision and discuss again.

    Briefly recap lesson with emphasis on facial expressions (and, for older students, appropriateness of response).

11. "Tell of a time when you helped someone who was very angry 'cool down'. What did you say and how did you act and feel?"

12. "When would you not help or approach an angry person?" (If two students or two adults are having an angry discussion, sometimes it is better not to interfere because they may need to work things out themselves.)

This ends the core lessons for Unit I

Administer CBU Test

REVIEW:

1. "How would you tell if someone is angry?"

2. "What are some words that mean angry?"

3. "How do you feel when you are angry?"

4. "What causes people to be angry?"

HOMEWORK:

"See if you can tell when your friend, brother and/or sister is about to become angry."

FOLLOW-UP ACTIVITIES:

1. Have students bring pictures of various types of people feeling angry. They may be used for posters, class bulletin board and scrapbook.

2. Show "Learning Tree" Filmstrip—strip D.

3. Play various kinds of music and have students tell how the music makes them feel.
4. Game of Face Cards (Project materials)
5. Behavioral Bingo (Project materials)
6. Faces & Feelings (Project materials)
7. Problem Solving and Role Playing Cards (pink cards)
8. CBU worksheets

UNIT I, LESSON 8
"Click" - Summary

OBJECTIVES:

- To review facial expressions of the six basic emotions.
- To demonstrate the six basic emotions.

MATERIALS:

Large face cards showing six basic emotions; Game of Face Cards (Project materials); small hand mirrors for primary level; Polaroid camera and film.

PROCEDURE:

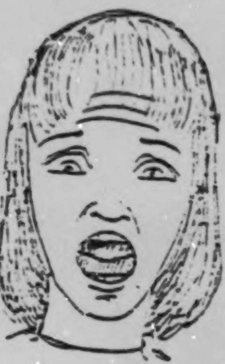
1. Display large face cards showing the six basic emotions. Ask for volunteers to identify the expressions. Review details of the various expressions, noting what makes each one unique. Leave pictures on display.
2. Ask students to demonstrate facial expressions and body language of the six basic feelings, noting clues to each feeling.
3. Set climate for picture-taking. "We all will have an opportunity to be actors ('hams'). We will make expressions we've talked about."
4. Have students practice expressions using mirrors and Game of Face Cards. When expression is good, ask for repeat and take picture.
5. Post photographs on bulletin board.

REVIEW:

1. Ask students to identify feelings shown in photographs.
2. Ask students what expressions they found hard to make.

FOLLOW-UP ACTIVITY:

Use photos in further discussions and games in place of Game of Face Cards.



UNIT I, LESSON 9

"All Mixed-Up" - Blends of Feelings

OBJECTIVE:

- To be able to recognize and demonstrate blends of feelings in facial expressions.

MATERIALS:

Large face cards (project materials); Polaroid Camera and film

VOCABULARY:

Blends, mixed feelings

PROCEDURE:

1. "What are the six basic feelings?"
2. "It is possible for a person to feel more than one feeling at the same time. Can you think of some examples?" (Surprised at seeing someone and happy to see him, too; sad at being scolded and angry at the person who is scolding you; surprised at seeing a dog on the dinner table and disgusted at seeing the dog eating your dinner.)
3. Display the large neutral face and demonstrate blends (i.e., surprised eyes and happy mouth; frightened eyes and happy mouth; disgusted eyes and angry mouth, etc.) For each expression ask why someone might feel this way and what he or she might say.
4. Using examples from #2 above, have students demonstrate blend expressions. Select the four or five best student demonstrations and have those students pose again for the camera.

UNIT I, LESSON 10

"Hearing Voices" - Vocal Expression

OBJECTIVES:

- To learn to recognize feelings expressed in vocal inflection.
- To practice vocal inflection.

MATERIALS:

Tape recorder, large mirror, script.

VOCABULARY:

Inflection, attitude, tone.

PROCEDURE:

First day

1. "We are going to learn about the way people express feelings with their voices. We are going to learn how to recognize a person's feeling by listening to the tone and inflection in his voice. First we will practice expressing different feelings."

2. Discuss how people sound when they are happy, angry, sad, frightened, surprised, or disgusted. Have students say, "There aren't any more" using the six feelings. (The ABC's or numbers could be recited in primary grades.) (*See suggested characteristics at end of lesson.)

3. Using the accompanying script, have students practice saying different lines with the corresponding emotion (watching themselves in mirrors if possible); then tape record the students. Save the tape for second day. Notice that it is very difficult to show feeling in the voice without accompanying facial expression.

Second day

1. "We are going to learn about how people express feeling with their voices. Let's listen to the tape we made before." Have students identify feelings. If a tape is unavailable have students take turns saying statements from a place where they can be heard but not seen by the group. A younger child could simply turn his back to the class, stand behind a screen, or the class might close their eyes.

Script

These are statements which can be used for taping or performing.

Feeling	Statement
Happy	There are only three more days until vacation starts!
Sad	My best friend is moving away next week.
Angry	Somebody took my blue sweater and I want it back!
Frightened	No! No! Don't throw the ball so hard!
Surprised	Oh! What a great present—just what I've always wanted.
Disgusted	Did you see how messy that place was?
Happy	We won! Our class came in first again!
Sad	We lost. We just can't seem to do very well.
Angry	I don't want to play with you any more—you don't play fair!
Frightened	I can't get up in front of the whole class and do that.
Surprised	We are? The whole class is going to the park?
Disgusted	Do we have to hear that story again?
Happy	I'm so glad you could come over today.
Sad	Why can't I go? I don't ever get to go.
Angry	I've been working on this all week and someone ruined it.
Frightened	Do you think it's safe to go in there?
Surprised	Oh! What are you doing here this early?
Disgusted	This milk is awful—it must be sour.
Happy	Did you say that we are starting today?
Sad	Did you say that we are starting today?
Angry	Did you say that we are starting today?
Frightened	Did you say that we are starting today?
Surprised	Did you say that we are starting today?
Happy	This book is full of stories about animals.
Sad	This book is full of stories about animals.
Angry	This book is full of stories about animals.
Surprised	This book is full of stories about animals.
Disgusted	This book is full of stories about animals.
Frightened	This book is full of stories about animals.

Feeling	Statement
Happy	I am going to be in this group from now on.
Sad	I am going to be in this group from now on.
Surprised	I am going to be in this group from now on.
Angry	I am going to be in this group from now on.
Frightened	I am going to be in this group from now on.
Disgusted	I am going to be in this group from now on.

Characteristics of Voices

*These are suggestions and are only to be used as guidelines. There may be other characteristics of voices reflecting these emotions. The qualities noted below may not apply in every instance.

HAPPY

greater vocal inflection
ends on a higher note
a musical lilt
faster
higher pitched

SURPRISE

sharp intake of air, gasping breath
breathless quality, shrill

ANGRY

loud, deep voice
words pronounced clearly & deliberately
tightness or edge to voice
emphatic tone
dissonant, "snarly"

SAD

quiet voice—softer
muffled or subdued words
sentence may trail off
ends on lower note
"catch" in throat
words spoken more slowly
not a lot of fluctuation in tone
may include deep sigh, slow deep breath

FEAR

trembling voice
has urgent tone
perhaps high-pitched
stammering or gasping breath

DISGUST

voice slightly louder
slightly slower
may have nasal sound

FOLLOW-UP ACTIVITIES:

Voices game (Project materials)

UNIT I, LESSON 11

"I Didn't Know You Felt That Way" - Hidden Feelings
(For Upper Elementary Students)

OBJECTIVES:

- To learn some ways people hide what they are feeling.
- To learn some ways to tell if someone really feels the way he appears to feel.

MATERIALS:

The following article on "Facial Deceit" will provide background information for the presentor.

VOCABULARY:

Simulating, neutralizing, masking, qualifying, modulating, falsifying, leakage, deception, micro-expression.

PROCEDURE:

1. "All of us at one time or another control the appearance of emotions we are feeling. We may want to hide the way we feel because we have learned that we should not show a certain feeling in a given situation, (laughing at someone who makes a mistake) and we have also learned what expressions we are supposed to show in that situation. (Some emotions are culturally okay for boys but not for girls and vice versa.) Can anyone think of some examples?" (Feeling happy when someone you don't like very well loses in a game.)
2. "Can you think of a time when you felt a certain way and you didn't want other people to know how you felt?" (Wanting to cry when you didn't make a team or when you were scolded at school)
3. "What are some things people do to hide the way they feel?" (Mask, falsify, simulate, modulate. See article.)
4. "How might you be able to tell how someone really feels?" (Point out that facial expressions are involuntary and difficult to control. If the class seems interested you may wish to discuss different ways people unintentionally reveal their feelings. See article.)
5. Review lessons asking students to define the new terms and give examples from their own experiences.
6. Role play situations presented on pink role-playing cards.

FOLLOW-UP ACTIVITIES:

Problem Solving & Role Playing Cards (pink cards)

FACIAL DECEIT[7]

(To be used as background information for Unit I, Lesson 11, Facial Deceit.)

People control the appearance of their feelings for many reasons. These reasons fall into four general categories.

One reason for facial management is cultural display rules. These rules connote what people learn about the need to manage the appearance of certain emotions in specific situations - what not to show, and what feeling to show in its place. These rules are often learned by observation and are learned very early in life. For example, in our culture men are expected not to cry. It is all right for the bride and her parents to cry at the wedding, but the groom and his parents are expected to look happy. In beauty contests the losers are expected to hide their disappointment and look at least slightly happy, while the winner is to cry - and must not look smug.

A second reason for facial management is personal display rules - habits that are peculiar to one's family. Sometimes children in a family are taught not to show anger toward people in authority or toward people of the opposite sex. The personal display rule category also includes people who always try to conceal their feelings by appearing neutral, as well as those who show a great deal of emotion no matter how slight the stimulus.

A third reason for facial management is vocational requirements. Actors must be able to portray emotions they may not feel and sometimes must hide the way they do feel. It is also important for attorneys, doctors, nurses, politicians and salesmen, to name but a few, to conceal their feelings and present a facade to the public.

A fourth reason for facial management is expediency - the need of the moment. A thief will lie to protect himself and will perhaps try to assume an air of injured innocence. A mother may feign surprise upon receiving a gift from her children - even though she has heard whispers about it for weeks.

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[7] From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 135-153. Copyright 1975. Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

That someone is using message control is useful information to the observer - it can be useful as knowing what feeling is being masked.

There are three ways of managing facial appearance. One way is to *qualify* an expression by adding a further expression as a comment on the one that has been shown. A smile is the most frequent qualifier and is often added as a comment to a negative emotion. It tells one how seriously to take the anger, sadness or fear. If the angry person smiles, it says that there are limits to his anger and he will not attack. When qualifying sadness with a smile it may mean that the person can handle his grief.

Another facial management technique is *modulating*. This means adjusting the intensity of the feeling to reflect a lesser or greater degree than is really felt. Perhaps someone is very angry but does not want others to realize how angry he feels, so he modifies or controls his expression to look only annoyed or gruff.

A third technique is to falsify an emotion by showing a feeling when one feels no emotion (*simulating*); or showing nothing when a certain emotion is felt (neutralizing); or covering an emotion one feels with one that is not felt (*masking*).

Successful simulating requires remembering how a given expression feels on one's own face. Sometimes people practice these expressions so they can use them when the need arises. Someone might wish to look disgusted, even though he does not feel that way, if he is being told something the teller finds repulsive.

Neutralizing is the opposite of simulating. It is an attempt to show no emotion when one feels a very strong emotion. It is very difficult to do, for even though the feeling is camouflaged it is very obvious that the person is struggling to keep control.

To cover an emotion it is much easier to mask than to neutralize. Masking means covering a felt emotion with one that is not felt. Usually when one hides an emotion, another emotion is required in its place. The most common emotion mask is the smile. Darwin suggested that the reason for this is that the muscular movements used in smiling are very different from those used in the negative emotions, so a smile would best conceal negative feelings. Also, the type of situation that requires masking negative emotions is likely to call for a friendly smile. Someone who is to give a speech in public for the first time may be terrified, but it is important that he smile to make the audience feel comfortable and to set a friendly tone for the event.

Most facial management is easy to spot because it is required by cultural display rules and is not done well. However, the same reasons that cause a person to falsify a message also cause others to go along with the deception - they may even wish to be misled. For example the greeting, "How are you today?" only requires a smile and a "Just fine, thank you!" The greeter usually does not wish to know more than that, and will ignore facial messages that suggest sadness or pain.

If one wishes to know if someone is trying to mislead him he can look for signs of leakage and deception clues. Leakage occurs when someone unintentionally shows a feeling he is attempting to hide. A deception clue shows that the person is trying to manage his expression, but does not reveal the concealed emotion.

There are four aspects of facial expressions that indicate a person is controlling his expression. One of these is facial morphology, or appearance. Ekman suggests that in attempting to conceal feelings people spend more effort on managing the display in the lower part of the face around the mouth than in the upper part around the eyes and forehead. Consequently, there may be leakage in the upper part of the face - especially the eyes and eyebrows - that indicate how a person really feels. Facial management can be more accurately spotted if you are familiar with the person's repertoire of facial expressions.

Another aspect of facial management is the timing of an expression - how long it takes to appear, how long it stays, and how quickly it fades. There is no hard and fast rule - it depends on the situation. However, we have seen that surprise is a brief emotion, quickly replaced by another feeling. If someone has a long-lasting surprise expression it is a good indication that he doesn't really feel that way. Sometimes people have smiles that appear to be "frozen", and so may not be sincere.

A third aspect of facial deceit is the location of the expression in the stream of conversation. This includes how the expression correlates to the words, and how these synchronize with the body movement.

The fourth source of deception clues is the micro-expression. These are expressions that interrupt other expressions, and only last for a fraction of a second. These often appear in facial movements that are a part of talking, and are immediately replaced by another expression. Although they occur in the blink of an eye, it is possible to spot them. While it is not always possible to identify the micro-expression, it is a clue that there is some facial management. It is possibly a clue that the person is also deceiving himself.

Recognizing facial management implies several considerations on the part of the observer - does he really want to know how the other person feels, will he put forth effort to closely observe his associates, does he know enough about the speaker to know if he is a professional deceiver, and is he aware of how the speaker's face typically looks when he is experiencing a given emotion. One will have more information to use if he compares the speaker's facial expression with his body movements, posture, and tone of voice. It is also important to consider the situation or social context for alternate explanations of the emotions being displayed.

UNIT I, LESSON 12

Facial Signals and Body Language
(For Upper Elementary Students)

OBJECTIVE:

. To learn additional means of communicating.

MATERIALS:

The following explanation, Glossary of Facial and Body Message Terms, will provide background information to the presenter.

VOCABULARY:

Emblem, punctuator, displacement activities, intention movements.

PROCEDURE:

1. "What are some facial expresssions or motions that everyone knows and that mean the same as a word?" (i.e., the wink of an eye, which shows agreement; head nods for 'yes' and 'no'; waving of the hand or arm for 'hello and good-bye', etc.) "These are called emblems because they stand for something else."

   "There are some facial expressions that are not intended to express the way one feels, but are used as accents in conversation. These are called conversational punctuators and are used as emphasis for a word or phrase." (i.e., raised eyebrows, or wrinkling the nose)

2. "Another kind of movement that conveys messages to others are intention movements. Can you think of some ways you can tell what a person is planning to do?" (i.e., by the tone of voice—a sound of closure or finality; by grasping the edge of the chair to pull one's self up—indicating readiness to leave; relaxed in the chair—not planning to leave; inclining the body in a certain direction to indicate the intention to go that way). "These clues are in addition to expressions of emotion, for they tell one how someone intends to express what he is feeling."

3. "People also send messages about themselves by the clothes they are wearing. Can you think of some examples of this?"

4. "Sometimes a person feels nervous or frustrated—and while he may not intend to show it, his actions reveal his unsettled feelings. This actions are called displacement activities, and include such things as nail biting and yawning. Can you think of some other examples?" Encourage students to think of displacement activities they do.

5. Review terms.

FOLLOW-UP ACTIVITIES

Teaching Posters (project materials)

Problem Solving and Role Playing Cards (pink cards - project materials)

GLOSSARY OF FACIAL AND BODY MESSAGE TERMS

1. Moods - these are emotions that last for a longer time - a mood is when someone feels happy or sad or angry, etc., for a day or longer.

2. Emblems - these are nonverbal equivalents of a common word or phrase; they are always easy to distinguish from other expressions, and are understood by all members of a culture or sub-culture. Some emblems are: the eye wink, showing agreement or flirtation; raising the eyebrow and keeping it raised while the rest of the face is blank - this signals questioning or doubt, or amazement. It could also be a greeting. Wrinkling the nose with slight or no raising of the upper lip, and flashing this expression on and off the face quickly sends the message, "disgust - but I don't feel that way now."

3. Conversational punctuator - rapid facial signal used to emphasize a particular word or phrase. Some examples are: raising an eyebrow to show surprise; disgust shown by nose wrinkles or slightly raised upper lip; anger shown by lowered, drawn-together brow; sadness implied by a raised and drawn-together brow. If someone uses these punctuators often, then he probably can fairly easily lie using that movement because he practices it so much.

4. Mock expression - playing at showing an emotion in an exaggerated fashion; showing an emotion without taking responsibility for it. It may stay on the face a longer time than a felt emotion.[8]

5. Intention movements - small preparatory movements that reveal what one intends to do. One such movement is the "chair grasp" - instead of sitting in a relaxed way the person will signal his intent to leave by leaning forward and grasping the arms or seat of the chair in which he is sitting to pull himself up. Other intention movements indicate one's intended direction so people don't collide on the sidewalk. Some intention movements show friendliness, such as the outstretched hand for a handshake; or hostility, such as a clenched fist or arms in a fighting position.

6. Displacement activities - small and irrelevant movements made when one is in some way frustrated. Some of these are scratching, nail biting, yawning, hair pulling or smoothing, eating or drinking when one is not hungry, doodling, smoking, pencil tapping.[9]

7. Clothing signals - clothing provides comfort, modesty and display. Clothes are signals that tell others about one's background, mood, or personality.[10]

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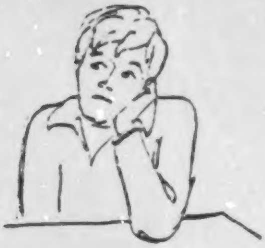
[8] From Unmasking the Face, Paul Ekman and Wallace V. Friesen, pp. 12-14. Copyright 1975, Prentice-Hall, Inc., Englewood, New Jersey.

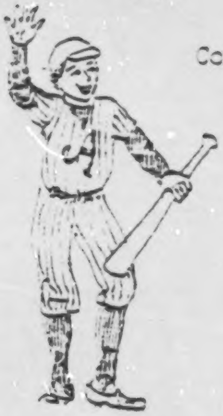
[9] From Manwatching, Desmond Morris, pp. 173-179. Copyright 1977, Harry N. Abrams, Inc., New York.

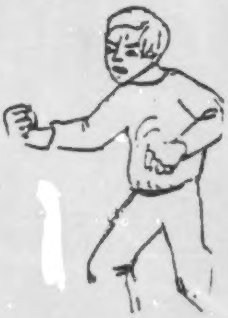
[10] Ibid. pp. 213-221.

If assertive training is to be of value to students regardless of ethnic or cultural background there must be an openness to modify and explore ways of self expression that may differ from the traditional white middle class focus.

The teacher controls the standard of behavior in the classroom and assertiveness training is presented as an "effective way of acting at school" that will help or benefit us all. Students will concentrate on particular situations and develop their own "natural" style of being assertive, practicing appropriate behaviors for classroom and playground settings.







UNIT I, LESSON 13

Three Ways of Acting - Introduction

OBJECTIVE:

- To learn about three ways of acting—passive (doormat), aggressive (bully), and assertive.
- To practice assertive behavior and receive colored chips.

MATERIALS:

Large writing surface (i.e., chalkboard) for presenter, chips.

VOCABULARY:

Passive, aggressive, assertive, doormat, bully

PROCEDURE:

1. Divide drawing surface into three sections (see illustration following lesson).
2. "We are going to talk about three ways of acting. For each way you need to think about five parts of you—your head, face, hands, stance, and voice."
3. "This first way of acting is to use 'passive' behavior—we will call this 'acting like a doormat'. What is a doormat?" (Something you wipe your feet on.)
4. Write DOORMAT above left-hand section, draw picture, write "it" and "blue". (See illustration, end of lesson)

   (Demonstrate doormat behaviors as you describe them.) "This is the way a doormat might act—his head is down; face is sad and/or frightened; hands are in pockets, behind his back, or in his face; his stance is slumped with his feet close or crossed; his voice is soft and unclear."

   "Doormats: Act like an IT—a nonperson.

   Do not participate or get involved.

   Mumble or shrug.

Daydream and do not pay attention.

Gives in or flees.

Do not stand up for themselves.

Let people push them around.

"Why does it always happen to me?"

Puts self down.

Do not feel any responsibility to themselves or to others."

Have students demonstrate:

a. Doormat sitting in class—slouched or daydreaming.

b. Doormat answering a question. (Teacher asks student, "What is your name?")

c. Giving an oral report--shrugs, mumbles, paper in face, droopy posture, looking at floor.

"When you think of a doormat, think of the color blue (show blue chip). We will use blue chips to let you know when you act like a doormat. We have all acted like a doormat at one time or another. Can anyone think of a time he/she has acted like a doormat?" (Teacher may need to give the first example.)

5. "The second way of acting is to use 'aggressive' behavior—we call this acting like a bully. What is a bully?" (Someone who pushes others around.)

Write BULLY above right-hand section, draw picture, write "you" and "red". (See illustration, end of lesson)

(Demonstrate bully behaviors as you describe them) "This is the way a bully might act—his head up and forward, his face is angry; his hands are clenched fists (up or down); his stance is ready to fight; his voice is loud or mean."

"Bullies: Hit, push, kick, throw things—they hurt people physically.

Yell and call names—hurt people's feelings.

Interrupt when others are talking.

Make noise and disrupt activities.

Act bigger than they are—push other people around.

Say YOU often—blame others (i.e., you did it; it's all your fault; you're stupid; you're in the way; you are a bully; you are a doormat; etc.)

Have students demonstrate:

a. A bully sitting in class—pushes others, talks out.

b. Bully answering a question ("What a dumb question." "You didn't give me the book so I couldn't study." etc.)

c. Giving an oral report—shouts, pushes someone in front.

"When you think of a bully, think of the color red (show red chip). We will use red chips to let you know when you act like a bully. We have all acted like a bully at one time or another. Can some of you think of a time when you acted like a bully?" (Teacher may have to give the first example.)

6. The third way of acting is to use "assertive behavior".

Write ASSERTIVE above center section, draw picture, write "I" and "white". (See illustration, end of lesson)

(Demonstrate assertive behaviors as you describe them.) "This is the way an assertive person might act. His head is up and relaxed; his face is happy or relaxed; his hands are open; stance is balanced with both feet firmly on the ground; his voice is pleasant and clear."

"Assertive people: Sit or stand straight.

Look at the eyes of the person to whom they are talking.

Respect others' rights and stand up for their own rights.

Wait for their turn to talk or participate.

Are willing to contribute or help when they can.

Volunteers help or answers in a classroom.

Listen carefully.

Use the word 'I' — Are responsible for their own actions and refer to their own feelings (i.e., 'I did it.' 'I would like to join you.')"

"When you think of assertiveness, think of the color white (show white chip). We will use white chips to let you know when you are being assertive".

7. "Chips will be passed out during the time of the social behavior lesson to let you know the different ways you act. At the end of the lesson I will ask how many white chips you have earned. Remember! a blue or a red chip cancels out a white chip."

Have students demonstrate, and be rewarded with chips:

a. Assertively sitting in class (sit straight, eyes looking at teacher).

b. Assertively answering a question.

c. Assertively giving an oral report (good eye contact, straight posture, clear voice).

d. Raising hand to volunteer to participate.

7. "We want you to be assertive as often as you can and act less often like bullies or doormats.

8. Check to make sure students understand why blue and red chips were given. If students assertively answer why they have received color chips, give white chips. Count chips. Reward white chip receivers.

REVIEW:

"What are the three ways of acting?"

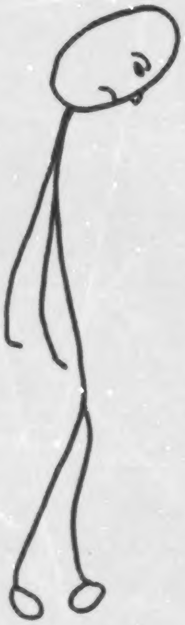
FOLLOW-UP ACTIVITIES:

1. Point out behaviors using words bully, doormat, assertive during activities.

2. Have students make drawings of bullies, doormats, and assertive people.

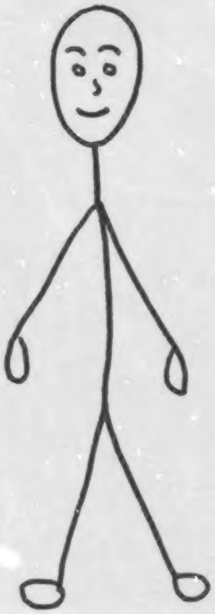
HOMEWORK:

Practice looking at the eyes of friends or parents when talking to them.



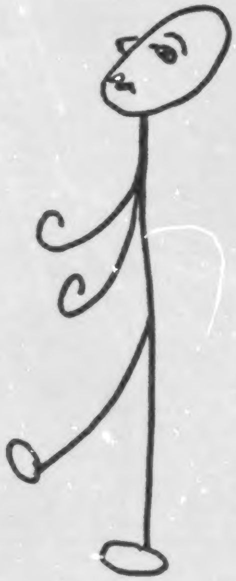
"it"

blue



"I"

white



"you"

red

UNIT I, LESSON 14

Three Ways of Acting - Continued

OBJECTIVES:

- Learn about and demonstrate three ways of acting.
- Learn about observing behavior.

MATERIALS:

Blue, red and white chips, playground ball.

VOCABULARY:

Bully, doormat, assertive, observe.

PROCEDURE:

1. Review labels of the three ways of acting and the corresponding colored chips. (Doormat-blue; bully-red; assertive-white) "Remember from now on as we discuss different ways of acting we will be giving you chips to let you know when you are acting a certain way." (See manual, page 12, for suggestions on chip-giving techniques and possible reinforcers which can be associated with the chips accumulated by students.)

2. "How do doormats act?" (Discuss parts of body, attitude. voice, and actions—see previous lesson.) Those who act passively often wait for friendships to come to them and often the ones they get are those they would rather be without. They do not get involved and have an 'it doesn't matter to me' or 'things just happen to me' attitude. They put themselves down. Often the doormats become very frustrated and then 'blow up' because of the way people are treating them."

   "Let's take turns demonstrating various forms of doormat behavior." Call attention to outstanding features of demonstration (i.e., "notice that a doormat looks at the ground.") White chips may be given to volunteers who participate or answer questions.
   Possible demonstrations:

   a. Standing in front of class

   b. Answering questions at desk

   c. Daydreaming at desk

   d. Standing daydreaming

3. "What are the consequences of acting this way too often?"

4. "How does a bully act?" (discuss parts of body, attitude, voice, and actions, the "now I've got you" attitude; see previous lesson)

   Have different students take turns demonstrating various forms of bully behavior. Possible demonstrations:

   a. Standing in front of class
   b. Answering question at desk
   c. Sitting and causing a disturbance

5. "What are the consequences of acting this way?"

6. "How does an assertive person act?" (discuss parts of body, attitude, voice and actions—see previous lesson)

   Have as many students as possible demonstrate assertive behavior (at the front of the class or by their seat) by standing correctly and making a clear, direct statement to someone in the class. (Example: "Jane, we need one more person on our baseball team.") The demonstration of assertive behavior provides the students an opportunity to practice being assertive. It is recommended that it is very effective to call attention to good models of assertiveness in participants and observers and to help less assertive students alter their posture, stance, facial expressions, etc. Ask shy students to say "hello" by name to someone in the group, or suggest something for them to say.

7. "Now we are going to see how different ways of acting work. I need three volunteers." (See Manual, page 14, role playing.) "I want everyone else to observe very carefully. Being a good observer is like being a good detective. It means you watch and listen very carefully for actions and clues that happen quickly. Let's see how good you are at observing facial expressions, feelings, and ways these students are acting."

   "These two (students) are playing ball, and this one (student) wants to play, but he/she is a real 'doormat'. Let's see what happens." Allow scene to go on for about 15-30 seconds, then call "stop!" Ask students who are watching about the feelings, actions, etc., they have observed. Ask students who did the role-playing how they felt.

   Repeat this procedure once with bully behavior.

   Repeat this procedure with assertive behavior. Allow as many students as time permits to play the assertive role of the student who wants to play; assist student in being assertive if necessary; call attention to good models of assertiveness.

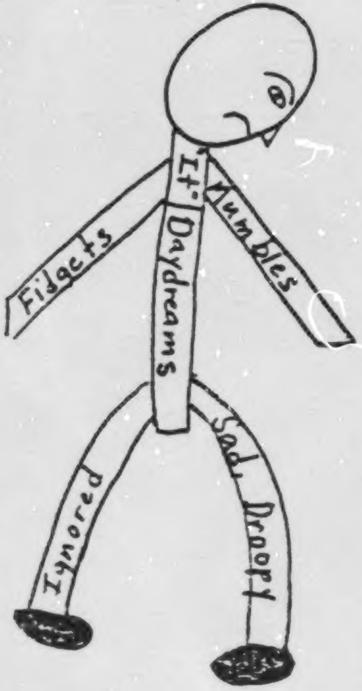
8. "What are the benefits of acting assertively?"

REVIEW:

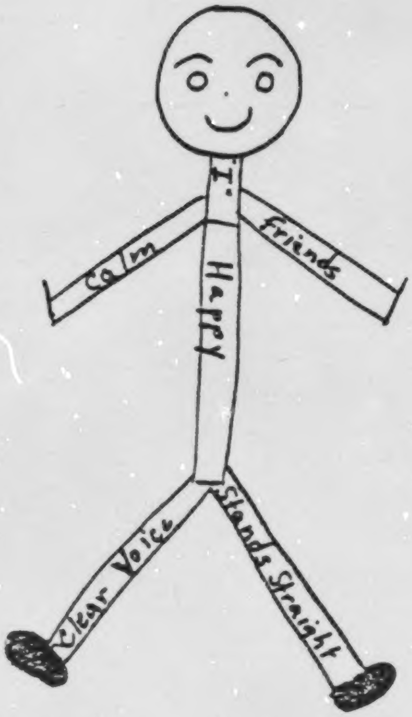
1. "What are the three ways of acting?"
2. "What did you learn about observation?"

FOLLOW-UP ACTIVITIES:

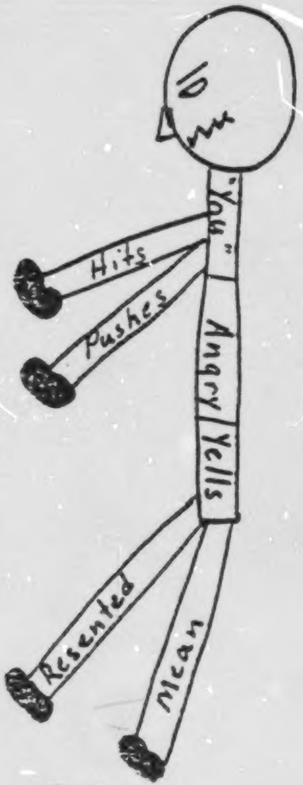
1. Film: Hopscotch - Churchill Films, 1972 (School or County Film Catalog)
2. Make bulletin board on three ways of acting--bully, doormat, assertive (see illustration below).
3. Problem Solving Cards (pink cards)


"It"
Fidgets
Mumbles
Daydreams
Ignored
Sad, Droopy

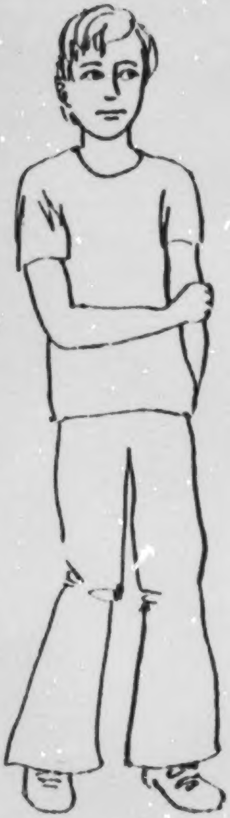
Doormat


"I"
Calm
Friends
Happy
Clear Voice
Stands Straight

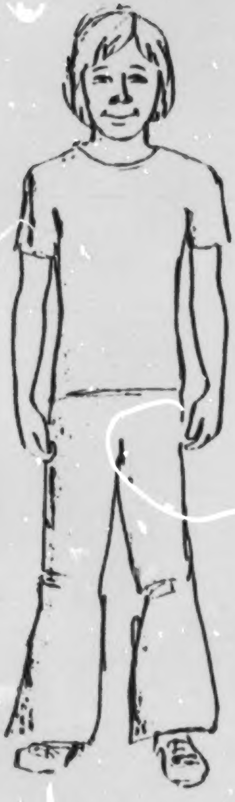
Assertive


"You"
Hits
Pushes
Angry
Yells
Resented
Mean

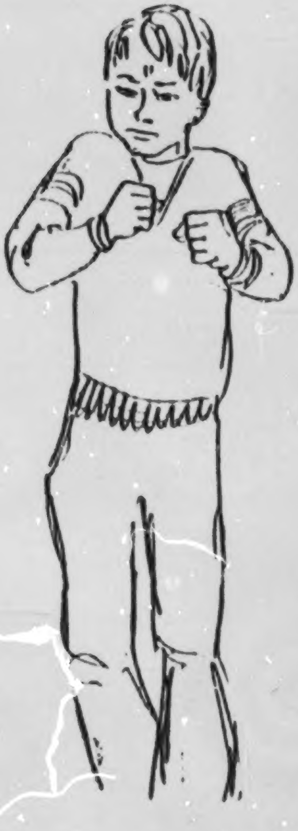
Bully



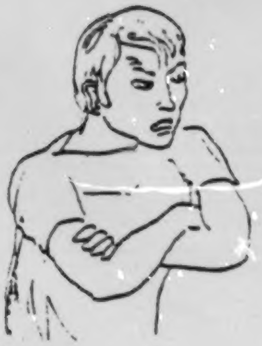
DOORMAT

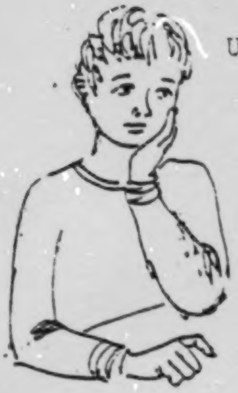


ASSERTIVE



BULLY



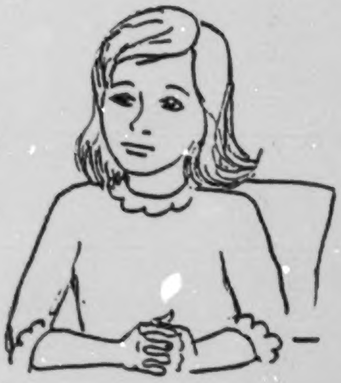


Upper Grades

Core Lesson

UNIT I, LESSON 15

How to Present Yourself



OBJECTIVES:

- To learn how to answer individual questions assertively.
- To recognize the three ways of acting as students speak.

MATERIALS:

Rating sheets, question sheets, pencils.

PROCEDURE:

1. "It is very important to know how to answer questions assertively, for we will be answering many questions in our lifetimes. Let's learn how to do this."
2. "Let's review assertive posture."
    a. Sit straight and still (no wiggling or fidgeting).
    b. Hands in lap (not by face).
    c. Head, eyes, and body directed toward speaker.
    d. Knees together and feet on floor.
3. "Let's review an assertive voice and face."
    a. Loud enough to be heard by all.
    b. Clear and confident tone (not obstructed by hand).
    c. Pleasant look (we tend to smile inappropriately when nervous).
4. "If you don't know the answer to a question, what would you say and how would you say it?"
    a. Say, "I don't know the answer," looking into the eyes of the questioner.

   b. Don't stall by saying such things as "Do you want me to answer that right now?"

   c. Don't half guess and state it like a question.

   d. Don't answer by giving a far-fetched guess.

4. "Let's practice answering questions assertively. I will ask each of you three questions in the order that you are sitting. If you would like to comment on the way a question was answered, please raise your hand. We all benefit from your helpful suggestions."

5. "Each one of you will have a rating sheet. If you see assertive characteristics occurring during the answering of questions, make a tally point in the correct box and column under the student's name." (Explain terms on rating sheet.)

6. Questions: Some questions are easy, others will be nearly impossible for students to answer and will give them an opportunity to handle assertively a somewhat uncomfortable but common situation.

7. Discuss the three ways of acting as observed during the answering of questions.

8. Return results to each student (may cut rating scale in sections), so they can see how many times the class observed them displaying assertive behaviors.

HOMEWORK:

Practice assertive posture, voice, and facial expression when speaking to parents and/or grandparents.

RATING SHEETS

	Assertive Behaviors						
Students' Names	Assertive eye contact and good attention	Assertive facial expression	Appropriate content	Confident, firm, clear voice	Hands in comfortable position	Assertive posture	Appropriate timing

UPPER GRADE QUESTIONS

1. What is your favorite food?
   What is the name of the teacher you had in kindergarten?
   How many pounds make up 3 1/2 tons?

2. What is your favorite sport?
   When is your birthday and how old are you?
   How many days are there in 2 years?

3. What is your favorite color?
   Name three students in this room.
   What is the distance from New York to London?

4. What is your favorite TV program?
   What is the name of the teacher you had in kindergarten?
   How much is 121 divided by 11?

5. What is your favorite book?
   How many people are in your family -- how many boys and how many girls?
   How many meters are there in a mile?

6. What is your favorite subject at school?
   Name three students in this room.
   How many nickles are there in 3 dollars?

7. What is your favorite car?
   When is your birthday and how old are you?
   What is the capital of Oregon?

8. What is your favorite game?
   How many people are in your family — how many boys and how many girls?
   Who invented the sewing machine?

9. What is your favorite animal?
   When is your birthday and how old are you?
   How many things are there in nine dozen?

10. What is your favorite holiday?

    What is the name of the teacher you had in kindergarten?

    How many minutes are there in three and a quarter hours?

11. What is your favorite piece of clothing?

    Name three students in this room.

    What is the smallest country in Europe?

12. What is your favorite flower?

    How many people are there in your family — how many boys and how many girls?

    How much is 183 plus 34?

PRIMARY GRADE QUESTIONS

1. What is your favorite food?
   Name another student sitting in this group.
   How many inches make four feet?

2. What is your favorite sport?
   How old are you?
   How many days are there in a year?

3. What is your favorite color?
   What colors are you wearing today?
   How many months are in 2 years?

4. What is your favorite TV program?
   Name another student sitting in this group.
   Who is the mayor of our city?

5. What is your favorite book?
   How many people are in your family?
   What date does Mother's Day come on?

6. What is your favorite subject at school?
   What colors are you wearing today?
   What month comes after August?

7. What is your favorite car?
   How old are you?
   How many feet are there in 5 yards?

8. What is your favorite game?
   How many people are in your family?
   How many days are there in this month?

9. What is your favorite animal?
   How old are you?
   Who is the vice-president of the United States?

10. What is your favorite holiday?
Name another student sitting in this group.
How much is 89 plus 16?

11. What is your favorite piece of clothing?
What colors are you wearing today?
Who is the governor of our state?

12. What is your favorite flower?
How many people are in your family?
How much is 108 divided by 9?

UNIT I, LESSON 16

"I'M SO MAD I...I COULD..." - BLOCK TO ASSERTIVENESS - ANGER

OBJECTIVE:

. To learn how to identify and deal with your own angry feelings.

VOCABULARY:

Furious, rage, mad, irritated, repress.

PROCEDURE:

1. "Everyone has been angry. We become angry about different things at different times. What kinds of things make you angry? When have you been angry? Is our anger always justified? Is the situation partly your own fault?"

2. "How do you feel when you are angry?" (furious, mad, irritated, tense, hot) "What does your body do when you are angry?" (tenses up, tightens up, shakes, feels like exploding)

3. "Is anger a normal emotion? Is there anything wrong with being angry?" (No! It's the way you act when you are angry that makes the difference) "What is the reason for anger? THINK—what is making me angry. Sometimes we lose control when we are angry - we yell, call names, or hurt others. How are we acting?" (like a bully) "If we always hide or repress our anger how are we acting?" (like a doormat) "If you act like a doormat and never let others know you are angry what might happen?" (stomach aches, headaches, nervousness or blow-ups at the wrong time)

4. "What can we do to help ourselves be assertive when we are angry?" (Realize that we are angry, remind ourselves that anger is a normal emotion and that our body is reacting naturally; think about what is really making us angry; discuss the problem—not personalities; stand up for your rights without hurting others; be sensitive to times when it is best not to express anger [when you're in the wrong, when it is not important, or when you're in a bad mood] and remember that an assertive person is able to say "I feel angry...")

5. Role-play the way a bully, a doormat and an assertive person might act in the following situations:

   a. You are angry because your baseball team is losing and a team member in left field has stopped trying and is fooling around.

b. You are angry because your parents just yelled at you for having such a messy room—and it was your brother/sister who had messed it up.

c. You are angry because you have been working hard on a math assignment and another student has carelessly spilled water on you and your paper, ruining your work.

d. You are angry because you have to make up some class work and are not able to see a movie with the other students.

e. You forgot your assignment and your teacher yelled at you, "You always forget it."

f. You feel you are unfairly punished by the teacher and don't want to stay for detention or go in the "time-out" box.

REVIEW:

1. "How does a doormat handle anger? What happens?"
2. "How does a bully handle anger?"
3. "How does an assertive person handle anger?"

FOLLOW-UP ACTIVITIES:

1. Problem Solving and Role Playing Cards (pink cards in game packet)
2. Identify persons in magazines or newspapers who look angry and make a collage of them.
3. When the situation presents itself in the future in the classroom or on the playground, where there is anger between students, role-play the situation then and there helping the participants work through the situation assertively.
4. Have older students write a story about a boy or girl who is angry — what is that person angry about and what does he/she do about it?
5. Encourage students to go home and discuss concepts of the lesson with their parents.

UNIT I, LESSON 17

"Frozen With Fear" - Blocks to Assertiveness

OBJECTIVE:

- To learn how to identify and deal with the feeling of fear.

VOCABULARY:

Alarmed, scared, horrified, apprehensive, intimidated, aghast, terrified, nervous.

PROCEDURE:

1. "Everyone has been afraid. We can be frightened by many different kinds of things. What are some things that frighten us?" (Being hurt or injured; being criticized for not doing something well; not being liked or accepted; and things that are strange, mysterious, or unfamiliar. These are only general categories - students should be able to give specific examples.)

2. "Would anyone like to tell of an example when you were afraid?"

3. "How do you feel when you are afraid?" (Alarmed, scared, nervous, horrified, tense, apprehensive, intimidated, aghast, terrified)

   "What does your body do when you are afraid?" (Shake, tighten-up, break out in a cold sweat, heart beats fast, become light-headed, stomach jumps, throat tightens)

   "When we are afraid it is hard to be assertive. Sometimes when we are frightened we act like a 'doormat'. How might we act if we are frightened and act like a doormat?" (Turn away, back off, freeze, pretend there is no problem, apologize when we shouldn't, smile nervously, mumble or stammer, act confused, fidget) "Sometimes when we are frightened we act like a 'bully'. How might we act if we are frightened and act like a bully?" (Call names, act rude, start a fight, leave and pick on someone who doesn't frighten you)

4. "Is there anything wrong with being afraid?" (No!—Sometimes it is natural to be frightened and it is right to avoid a

situation in which we might get into trouble, get hurt, or be seriously injured.)

"What can we do to help ourselves be assertive at times when we are afraid?" (Realize that we are frightened; remind ourselves that fear is a normal emotion and that our body is reacting naturally; think about what is really making us afraid; stand up for our rights without hurting others and remember that an assertive person is able to say "I'm afraid.")

5. Role-play the way a bully, a doormat and an assertive person might act in the following situations:
    a. You are afraid because you are the slowest runner on the relay race team.
    b. You are afraid that you won't be able to do well on a test.
    c. You are afraid to be in charge of the playground equipment for your class.
    d. You are afraid that the class doesn't like you.

REVIEW:

1. "How does a doormat deal with fear?"
2. "How does a bully deal with fear?"
3. "How does an assertive person handle fear?"

FOLLOW-UP ACTIVITIES:

1. Problem Solving & Role Playing Cards (pink cards)
2. Make a picture, "What I Am Afraid Of." Use cartoon characters or stick drawings and balloons for what the characters say.
3. Write a creative story.
4. Replace "scarifying thoughts" with "encouraging thoughts." Then act them out.
5. Encourage students to share with adults; ask them what they are afraid of and share their fears.

HOMEWORK:

Try being assertive in a situation where you are afraid. Tell the class what you did.

UNIT II, LESSON 1

Introduction to Relationships

OBJECTIVE:

- To learn the importance of studying about relationships between people.
- To be aware of the process involved in a relationship between two people.

MATERIALS:

Magazine and comic strip pictures depicting relationships; photo boards from TAD and FOCUS kits, role-playing cards; CBR test (Individualized Instruction supplement)

VOCABULARY:

Respectful, concerned, quarrelsome, abusive, affectionate, intimidating, sympathetic, competitive, cooperative.

PROCEDURE:

1. "We are going to talk about relationships between people."
2. "The type of relationships we will study involve how two people feel and act when they are with each other. For instance, one kind of relationship exists when two children like each other and both smile. Another kind of relationship occurs when a big child is angry and yells, frightening a smaller child. Relationships involve feelings, actions, and sometimes words. A relationship develops when two people respond to each other."
3. "What are some more examples of relationships?" Write ideas on board.
4. "Let's look at some pictures. What did you bring?" Show relationships on pictures brought by students, on photo boards, etc. Have group discuss what is happening. Call attention to facial expressions and body language.
5. "Now let's act out some relationships." Ask for volunteers to demonstrate relationships suggested role-playing on cards. Have remainder of group guess what is going on in the relationships. Students may suggest relationships to role play.

6. (Learning disability students only) "Let's see how you are at recognizing different kinds of relationships.

   Administer CBR test.

REVIEW:

1. "What kinds of relationships have we discussed?"

HOMEWORK:

Be friendly and kind toward someone and notice the response.

FOLLOW-UP ACTIVITIES:

1. Find pictures in magazines, etc., and cut and paste into relationships.
2. Have students pair up and decide on their own some relationships to role paly.
3. Have students draw pictures of a relationship in which they were involved.
4. Have students make examples of relationships using two "pipe cleaner" people. Have each student explain his own to the group.

UNIT II, LESSON 2

Relationships With Doormats, Bullies and Assertive People

OBJECTIVE:

- To learn about relationships with passive, aggressive and assertive people.

VOCABULARY:

Reaction, response.

PROCEDURE:

1. Review three ways of acting and the corresponding color of chips. Have one student demonstrate "Doormat" behavior, one student demonstrate "Bully" behavior, and as many students as possible act assertively.

2. "We are going to see how people respond and react to doormat, bully, and assertive behavior. I need two volunteers. Those of you who are watching need to be good observers and watch for facial expressions, feelings, and actions. I want one student to be a doormat, and one student to try to get this doormat to go outside to join their game." (kickball, baseball, jump-rope, etc.)

   Allow the scene to continue briefly, call "stop", and ask groups about their observations. Ask the students who have demonstrated to tell how they feel.

   Emphasize that the responses being observed are normal, and many people have these reactions.

   Ask for additional volunteers to reenact this doormat situation and repeat procedure.

3. Repeat above procedure utilizing bully behavior.

4. Repeat above procedure utilizing assertive behavior.

REVIEW:

1. "How do different people react to bullies, doormats, and assertive people?" (We often tend to "give up" on doormats—to feel that if they don't think of themselves as being very important we won't either. We may be temporarily intimidated by bullies, or to return their anger and find ourselves arguing or fighting.)

HOMEWORK:

"Be assertive when someone talks to you."

FOLLOW-UP ACTIVITIES:

Faces & Feelings (Project materials)

UNIT II, LESSON 3

"I'm Sorry" - Giving and Accepting an Apology

OBJECTIVES:

- To understand what it means to apologize.
- To learn positive ways of giving and accepting an apology.

VOCABULARY:

Apology, gracious

PROCEDURE:

1. "What does 'apologize' mean?"

2. "When and why do people apologize to others? An assertive person apologizes to others. He/she begins with 'I' and mentions the regretted act." (Example: "I am sorry I called you that name. I regret having gotten angry at you. I didn't mean to knock your book on the floor.") "A sincere facial expression, good eye and body direction, and clear voice make it an assertive act." Write key words on blackboard.

   "How do people often act or feel after they have apologized to someone?" (Better, usually. But we'd rather not be "lectured" after making an apology.)

   "How would you feel if someone has done something for which you think he owes you an apology, and he doesn't apologize?"

3. "What are some gracious ways to accept an apology?" (Thank them for apologizing, tell them you appreciate their saying something about the problem.) "Thank you for apologizing. That makes me feel better."

   "How do you feel after someone has apologized to you?" (Usually we feel better as long as we believe the person will try to change his behavior.)

   "How do you feel if the person continues to do what he has just apologized for?"

4. Give students an opportunity to role play situations which require giving and receiving apologies assertively. After

each demonstration, discuss the apology. Have student making the apology stand straight, speak clearly, look directly at the other person.

a. One student apologizes to another for accidentally bumping into him/her.

b. One student apologizes to another for saying something mean about him/her.

c. One student apologizes to another for being late.

d. Additional ideas from group should be used.

e. Create situations using a variety of relationships. (parent/student, principal/student, teacher/student)

REVIEW:

1. "What is an apology?"

2. "How should we act when giving or accepting an apology?"

FOLLOW-UP ACTIVITIES:

Faces and Feelings Game (Project materials)

UNIT II, LESSON 4

"Picky, Picky, Picky" - How to Give and Accept Criticism

OBJECTIVES:

- To learn ways of giving criticism that focus on the problem and not on the person.
- To learn how to accept and benefit by criticism directed at one's self.

VOCABULARY:

Criticism

PROCEDURE:

1. "What is 'criticism'?" Sum up ideas, including the concept that criticism is evaluation, or considering both the positive and negative aspects of a situation. Criticism often involves finding weakness or error but also enables one to point out successful behavior.

2. "What are some reasons for using criticism?" (Answers might include trying to find out why a plan didn't work, or how a project could be improved.)

3. "How do you think people feel when they have been criticized?" Encourage students to respond, going from general answers to more specific ones reflecting their own experiences.

4. An assertive person gives criticism objectively, focusing on the problem and not on a person. It should be directed toward improvement rather than emphasizing inadequacies.

5. "I'm going to read some statements to you. These are examples of aggressive criticisms that evoke bad feelings. Tell me the negative words (never, can't, should, don't) and then change the statement so that it is positive."

    a. "You never help me with my homework." (N)
    "I would like you to help me with my homework." (P)

    b. "You cheat!" (N)
    "I would like it if you would play by the rules." (P)

    c. "You are always late when you visit." (N)
    "Will you please come over at the time we agreed upon." (P)

    d. "You always have a messy desk." (N)
    "If you clean your desk you will not lose as many things." (P)

    e. "Don't be a bully!" (N)
    "If you act assertively, you will be happier." (P)

"What's wrong with negative words? (They often lead to other person being negative too. Example: 'You are a bully.' Response: 'You're a bigger one!' 'I'm not either!'

6. "What are some ways of accepting criticism in a positive way?" (Objectively evaluate the criticism. If it is accurate, accept it. If it is not, discuss it, if possible.)

7. Role play situations listed on the following page. After each situation encourage class to discuss how it was handled, how they felt about it, and any suggestions they may have for handling a situation in a different way.

Role-Playing Situations

1. You and another student are decorating the classroom for a party. The other student is hanging decorations in a very crooked, messy way.

2. One of the players on your baseball team strikes out over and over.

3. You are playing catch and your friend keeps throwing the ball dangerously close to a window.

4. You are trying to do a class project with another student and he is playing around.

5. A friend is riding your bike in a dangerous way (no hands, in water, off curbs, etc.)

6. Someone has cooked something with too much salt—it tastes terrible.

7. Someone's handwriting is so bad you cannot read it.

FOLLOW-UP ACTIVITIES:

1. Film, The Amazing Cosmic Awareness of Duffy Moon - 27 minutes.

2. Face & Feelings (Project materials)

3. Problem Solving & Role Playing Cards (yellow cards)

UNIT II, LESSON 5

"Let Them Know You're Listening" - Being a Good Listener

OBJECTIVES:

- To understand that being a good listener brings about positive relationships.
- To learn the actions of a good listener.

VOCABULARY:

Listening, verbally, nonverbally

PROCEDURE:

1. "How can you show a person you are listening to him?"
    a. Turn body toward speaker
    b. Look into speaker's eyes
    c. Do not interrupt
    d. Have responsive look on face
    e. Nod, display eager, interested expression
    f. Make comments or ask questions that will encourage the speaker
2. Experiment #1: Negative, Nonverbal Listening

    Ask students to pair up for several listening experiments. One student (A) in each pair should begin talking to his partner about a favorite T.V. program, movie, or book. The listening partner (B) is to do everything possible, nonverbally, to let the speaker know he is not listening. After one or two minutes, stop the action, reverse roles and repeat. Discuss:

    a. What did you do to let speaker know you were not listening? (look away, move around, begin new activity, etc.)
    b. How did you feel about not being listened to?

c. Can you think of a time when someone was speaking to you and you were not listening? How did you feel? What did you do or say?

3. Experiment #2. Verbal Listening

Ask student A to tell what he/she plans to do over the weekend, and/or talk about a favorite vacation. Student B will do everything possible nonverbally and verbally to convey a message of listening. After one or two minutes, stop the action, reverse roles, and repeat. Discuss:

a. What did you do to let the speaker know you were interested and listening? (see #1)

b. How did the speaker feel?

c. Can you think of a time when you had a good audience of listeners? How did you feel? What did you say?

REVIEW:

1. "How can you show you are listening?"

2. "How does being a good listener affect a relationship?"

HOMEWORK:

Practice being a good listener at home and see how the other person responds.

FOLLOW-UP ACTIVITY:

Faces & Feelings (Project materials).

UNIT II, LESSON 6

"I Would Like..." - Making A Request

OBJECTIVES:

- To learn how to make a request assertively.
- To understand the four different ways of asking for something.

PROCEDURE:

1. "Today we are going to talk about a time we made a request and how we did this. Would anyone like to share an experience?" (Example: "I asked the teacher if I could go to the library." Be prepared to share an experience of your own if the students appear to need a demonstration.)

2. "There are four ways of getting what we want:

   a. Take it—demand it. How do we demand something? ('Give it to me', with raised voice.)

      1) How do we feel when someone takes something from us or demands it? (angry, mad) We resent him.

      2) What kind of person demands? (bully)

   b. Hint. What does this mean? The second way of getting what we want is to hint.

      1) Have you ever said:

         'Boy, it sure would be nice if...'

         'Boy, I know you wouldn't want to...'

         'Gee, I sure wish I had one of those.'

      2) We are hinting for something we want, but not coming out directly by saying that we want it.

      3) How are we acting when we hint? (doormat)

   c. The third way of getting what we want is to ask a question. Can someone ask a question and tell me what he wants? 'May I please go to the store with you?'

   d. The fourth way of getting what we want is to make a statement.

      1) What is a statement? (Teacher's examples: 'Mom, I would like to go to the store with you.')

      2) A statement begins with, 'I would like...'

3) How are we acting when we make a statement? (assertively)

4) There is a difference between a statement and a question. Making a statement is often the best way of getting what we want. It helps if we add please to the end of our statement: 'I would like to go to the store, please.'

5) Be sure you have the person's attention before making a request."

3. Role play the four ways of getting what we want. Have group evaluation of what way works best.

   a. Someone crowds in front of you in line. Request that he give you your place back.

   b. You are sitting at a Dodger game behind a person wearing a big cowboy hat that is blocking your view. Request that he remove his hat.

   c. You are trying to study in class and your friend wants to talk. Make a request.

   d. You have a friend in class who constantly wants help on an assignment and asks you for help before trying to work it out himself. Request not be be bothered.

   e. You need your baseball uniform laundered and your mom is quite busy. Request that she launder your uniform.

   f. Use problems noted by teacher that exist among students in classroom.

4. "How many of you have asked your parents to spend some time with you? Is it easy to ask your parents to do things with or for you? Who has a hard time asking their parents for things? Do you have problems asking teachers for something? Is it easy to ask your friends?"

REVIEW:

1. "How would a doormat make a request?"
2. "How would a bully make a request?"
3. "How would an assertive person make a request?"

HOMEWORK:

Make a request of your mother to spend some time with you.
Possible ideas: Play a game, read together, play tennis, etc.
Use "I would like..."

UNIT II, LESSON 7

Saying "No" to a Friend

OBJECTIVES:

- To learn what makes a good friend
- To practice saying "no" assertively

VOCABULARY:

Friend, trust

PROCEDURE:

1. "What is a friend?" (Someone you know well, you can have fun with, and who is nice, you trust, you can depend on, knows how you feel, anticipates your needs)
2. Review the three types of behavior. "What kind of person would make the best friend? Why?"
3. "Does a friend always do what you want? Do you have any friends that ask you to do things you do not want to do? What did you do?"
4. "Why is it hard to say 'no' to our friends?" (Afraid they will get mad, they won't be our friend, etc.) "A true friend can tell you 'no' and you can say 'no' to him/her. Have you ever wanted to say 'no' but didn't know how?"
5. "Role play the following situations assertively. Be firm and polite in saying 'no'. Don't get involved in excuses, lengthy explanations, or arguments."
    a. A friend wants to copy your homework and you don't feel it is right to do this.
    b. A friend wants to borrow something (bike, clothing, etc.) and you don't want to loan it to him/her.
    c. A friend has tickets to go somewhere (ball game, show, etc.) and you don't want to go.
    d. A friend is kidding you about your new shoes and you want him/her to stop because others around are joining in.

REVIEW:

1. "What makes a good friend?"

FOLLOW-UP ACTIVITIES:

1. Read I Need All the Friends I Can Get by Charles Schulz.
2. Read The Ugly Little Duck by Gardner.
3. "Secret Pal" exercise: Each student draws the name of another class member from a container. Everyone is to do five or six assertive things for their secret pal during the day. At the end of the day students try to guess who their secret pal is. Ask students to discuss how they felt.

UNIT II, LESSON 8

"Getting to Know You"

Getting to Know People and Making Friends

OBJECTIVE:

- To learn strategies for getting to know people and making friends.

PROCEDURE:

1. "How many of you have ever been in a situation where you were new in a group and wanted to get to know people and make friends? Would anyone like to tell us what happened? What are some situations where you would need to make friends?"

2. "Many of us will be in such a situation sometime—so let's talk about ways to get to know people and possibly make friends. What things do we do to make friends?"

   Think of someone who is very good at making friends, and let's list some of the things these people do that seem to work so well." Make a list on the board (include smile, be assertive, eagerly participates, interested in others, genuinely compliments others, asks for or offers help, invites others to join or visit them, is a good listener).

3. "How do you like a person to act if you are trying to get acquainted? What kinds of things make you feel comfortable? Uncomfortable?"

4. "Let's see how some of you would get to know people in a new class." Role play by having one student go outside. Instruct the class to go about as if this were a regular session involving free activities (it may be necessary to place some students in groups playing games if this is not a normal occurrence). Have the "new" student enter and see if she/he can become involved. Allow 2-4 minutes, then repeat with as many students as possible. Discuss how everyone felt, what strategies were used, and what worked best.

REVIEW:

"What did you learn about getting to know people and making friends?"

HOMEWORK:

Get to know someone new.

FOLLOW-UP ACTIVITY:

Arrange for various students to spend a predetermined amount of time in another classroom. Have these students report back about their feelings and actions.

UNIT II, LESSON 9

Giving and Receiving Compliments

OBJECTIVES:

- To learn how to give sincere compliments.
- To learn ways to assertively accept compliments from others.

VOCABULARY:

Compliment

PROCEDURE:

1. "What is a compliment?" (an expression of appreciation, admiration, approval, praise.) "What are some things for which we can be complimented?" (appearance, talents, accomplishments, etc.)

2. "Do you like to receive compliments?" "How do you feel when you are complimented?" "What kinds of compliments do you like best?" "Are there times, or kinds of compliments, that make you uncomfortable?" "An assertive person gives compliments that are sincere and begin with words such as 'I like...' or 'I like you because..." "Assertive eye contact, stance and voice are very important too."

3. "Do you like to give compliments to others?" "Why or why not?" "Does the way a person accepts a compliment make a difference to you?" Make two lists on the board—one of gracious ways to accept a compliment, and one of statements that disclaim or reject the compliment. Example of an assertive response: "Thank you, I'm glad you like it." (This is not showing conceit.) Disclaimers include: "Do you like that? I hate it, but it's all I had to wear." Or, "This old rag?" Or, "It was nothing. Forget it." "I'm not all that good." "You caught me in a rare moment." "What kinds of behavior do the disclaimers show?"

4. The following activities provide an opportunity for students to practice giving and receiving compliments. The Small Group Activity is recommended for small groups of 15 or less. The Large Group Activity can be effective with a full-size class. Small Group Activity: Arrange group in semicircle. "Each of you will have an opportunity to give a compliment to everyone in the group, and to receive a compliment from everyone in the group. Remember the assertive ways to give and receive compliments that we've discussed."

   Begin at left and have each student take a turn being the "receiver" by sitting on a special seat which faces the group. Also begin compliments on the left until each student in the group has said something positive about the "receiving student." Encourage compliments that involve personal qualities.

Large Group Activity:

"Each of you will have an opportunity to give and receive a compliment. Remember the assertive ways to give and receive compliments that we've discussed."

Pair students up (either by the way they sit or by means of a predetermined list). Call out the pairs, have the students stand, look at one another, and take turns saying something positive about one another. After everyone in the class has had a chance, allow everyone in the group to compliment anyone else in the room. Encourage compliments that involve personal qualities rather than clothes or appearance.

REVIEW:

"What did you learn about giving and receiving compliments?"

FOLLOW-UP ACTIVITIES:

1. Have each student write his/her name at the top of a sheet of paper. Pass these papers around the class so that every student writes a one-sentence compliment on the paper.

2. Have each child write his/her name in the middle of a piece of drawing paper. Have students pass their papers around their table or around the room, and each student is to write a word on other students' papers. The word should tell something positive about the person whose name is on the paper. The teacher should be sure to stress that all words written on the papers must be positive. Perhaps it would help to write on the board a list of some complimentary words suggested by the students.

3. As a group activity the teacher can say, "I am thinking of someone very special. There are three things that the special person can do very well. This person can _________, _________, and _______. Can you guess who this person is?" After the teacher has described several children and they have been identified by the class, the students should have an opportunity to do the describing. It may take some time until they are comfortable with this technique. For younger children the teacher may begin with very concrete kinds of descriptions such as clothing, hair color, eye color, etc.

   This game can be used often to reinforce and point out positive things that happen in the classroom and on the playground. It may be used as a formal description of several students, or as a quick way to draw attention to a particular student's behavior.

HOMEWORK:

Compliment someone at home.

UNIT II, LESSON 10

Three C's—Cooperation, Competition, Conflict

OBJECTIVES:

- To learn about the effects of cooperation.
- To learn about the effects of competition.
- To learn about the effects of conflict.

MATERIALS:

Broken squares puzzle, one for each student.

VOCABULARY:

Cooperation, competition, conflict.

PROCEDURE:

1. "What is cooperation?" (when people work together, when someone is agreeable to participate, etc.) "We all need to cooperate sometime. When have you been cooperative? How do people feel when everyone cooperates?"

2. "What is competition?" (When people try to do better than a standard--you can compete against others or you can compete against yourself). "Can you have cooperation and competition?" (Yes—you can cooperate on a team to compete against a record or another team; you can also cooperatively prepare for a friendly competition.)

3. "What is conflict?" (when people argue, fight, or refuse to cooperate) "When have you been involved in a conflict? What happens to cooperation when there is a conflict? What happens to competition when there is a conflict?"

4. "The puzzle experiment we'll do can be solved only by cooperation." Form groups of five students. Each student in a group receives pieces to the five puzzles in a closed envelope. One envelope would have all the number one pieces, another, all the two's etc. Students each draw an envelope. When the signal is given, the group's task is to form five different squares of equal size. The rules are as follows:

a. No one may speak.

b. No one may ask another member for a piece or signal another person to give him a piece. You may not take pieces from other members. You may give pieces to other members.

c. You may not place pieces in center of table for others to take.

d. You may give away all your pieces, even if you have formed a square.

e. When all or most of the groups have finished, call "time" and discuss the experience.

   1. Who was willing to give away pieces of the puzzle?

   2. Who did not talk or point to other pieces?

   3. Did anyone finish a square and then later give up the pieces?

   4. When did the mood of the group change?

FOLLOW-UP ACTIVITY

1. "We are going to do an experiment to determine whether two people can cooperatively complete a one-picture drawing without talking. (You may not discuss ahead of time with your partner what picture you'd like to draw.)"

   Ask for a volunteer. Demonstrate on the blackboard by drawing a line on the board and passing the chalk to your partner, nodding your head to indicate it is his turn. Pass it back and forth until a picture is complete. "Find nonverbal ways of agreeing with your partner about various aspects of the picture. Use gestures and facial expressions of agreement, disagreement, disappointment, but no notes or words. Twenty minutes is adequate.

   "Did you and your partner make one picture or design, or does it look like two separate pictures?"

   "How did you let your partner know you wanted your turn?"

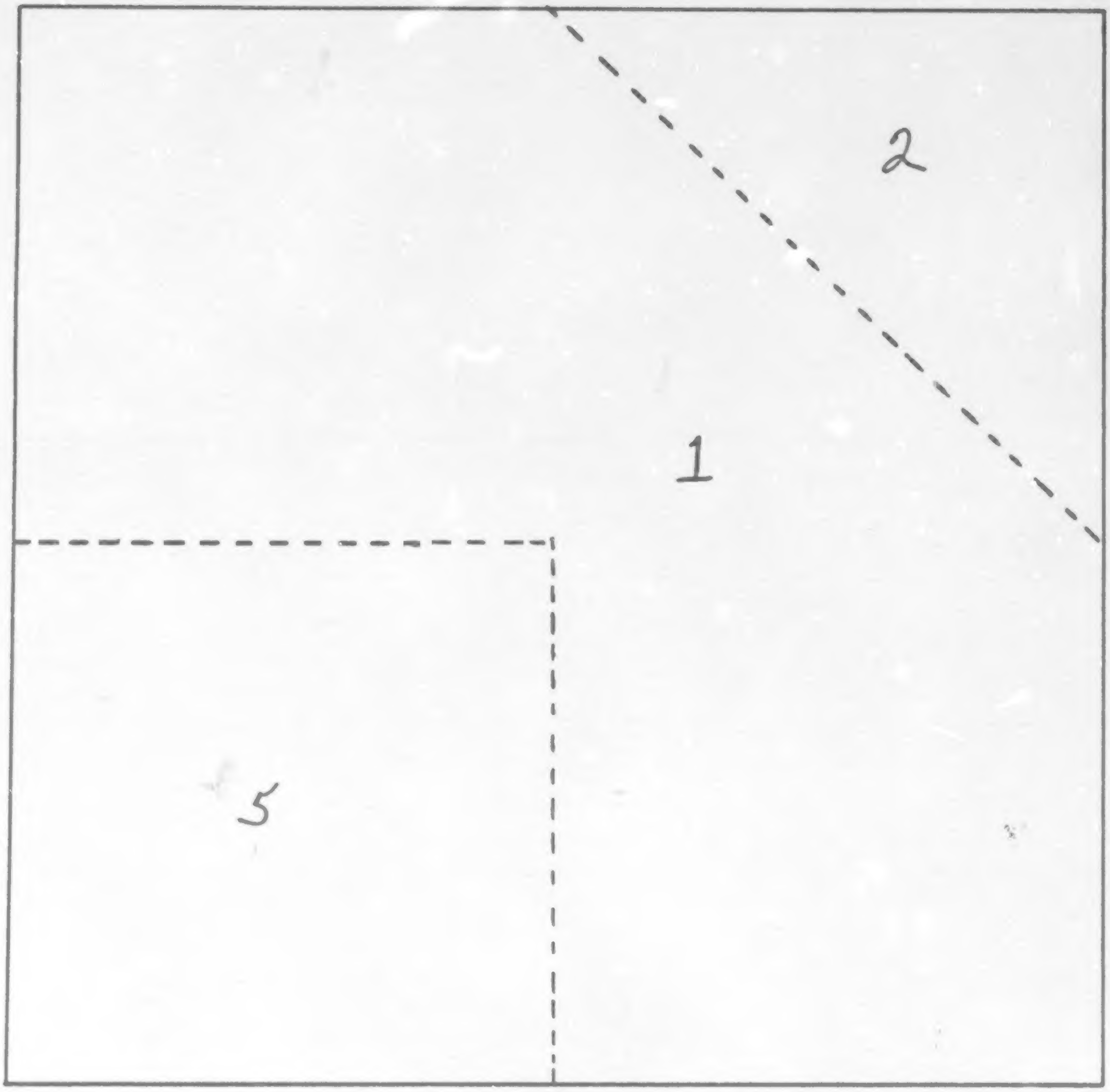
   "How did you let him know it was his turn?"

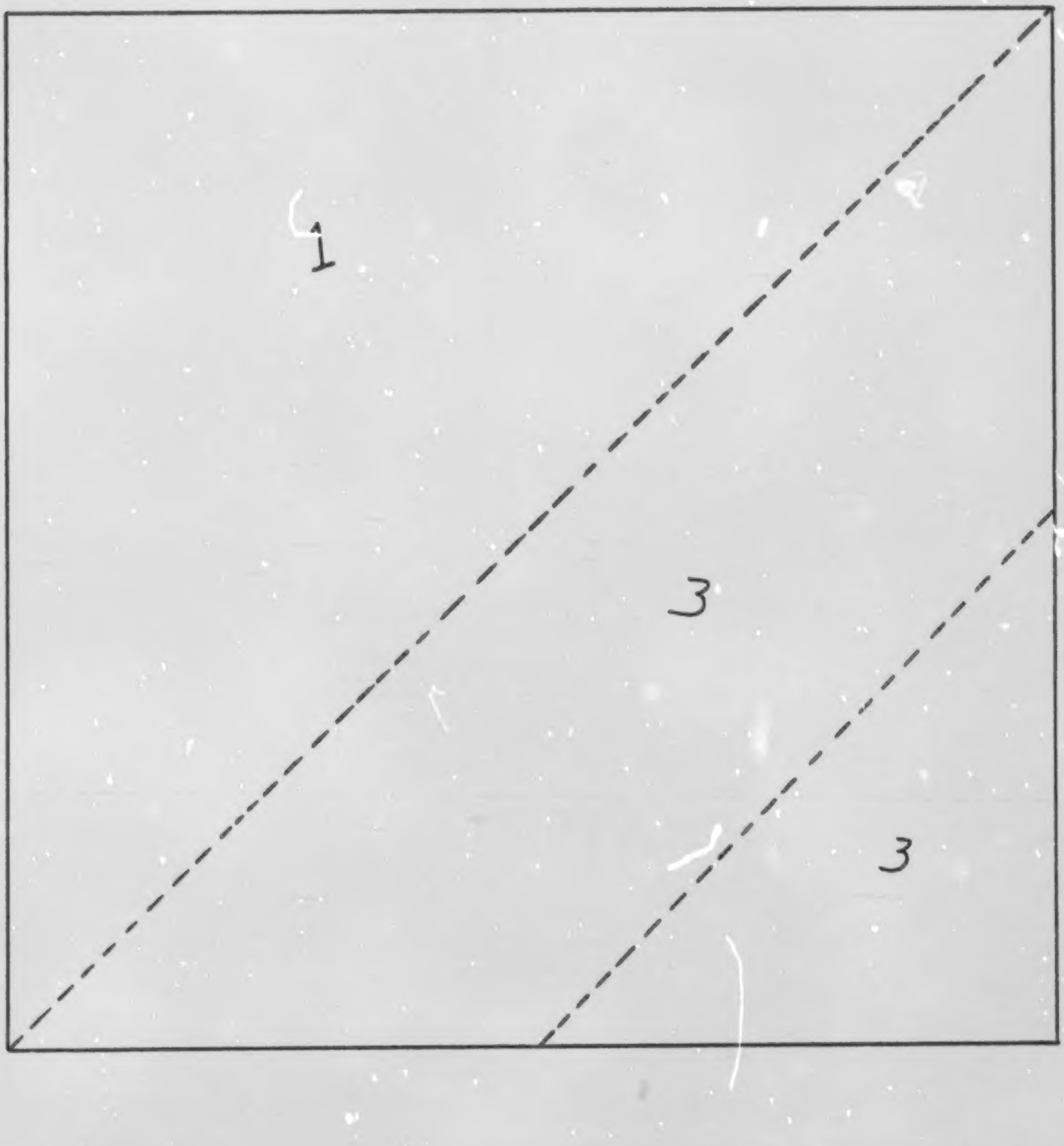
   "Did one person seem to take the lead?"

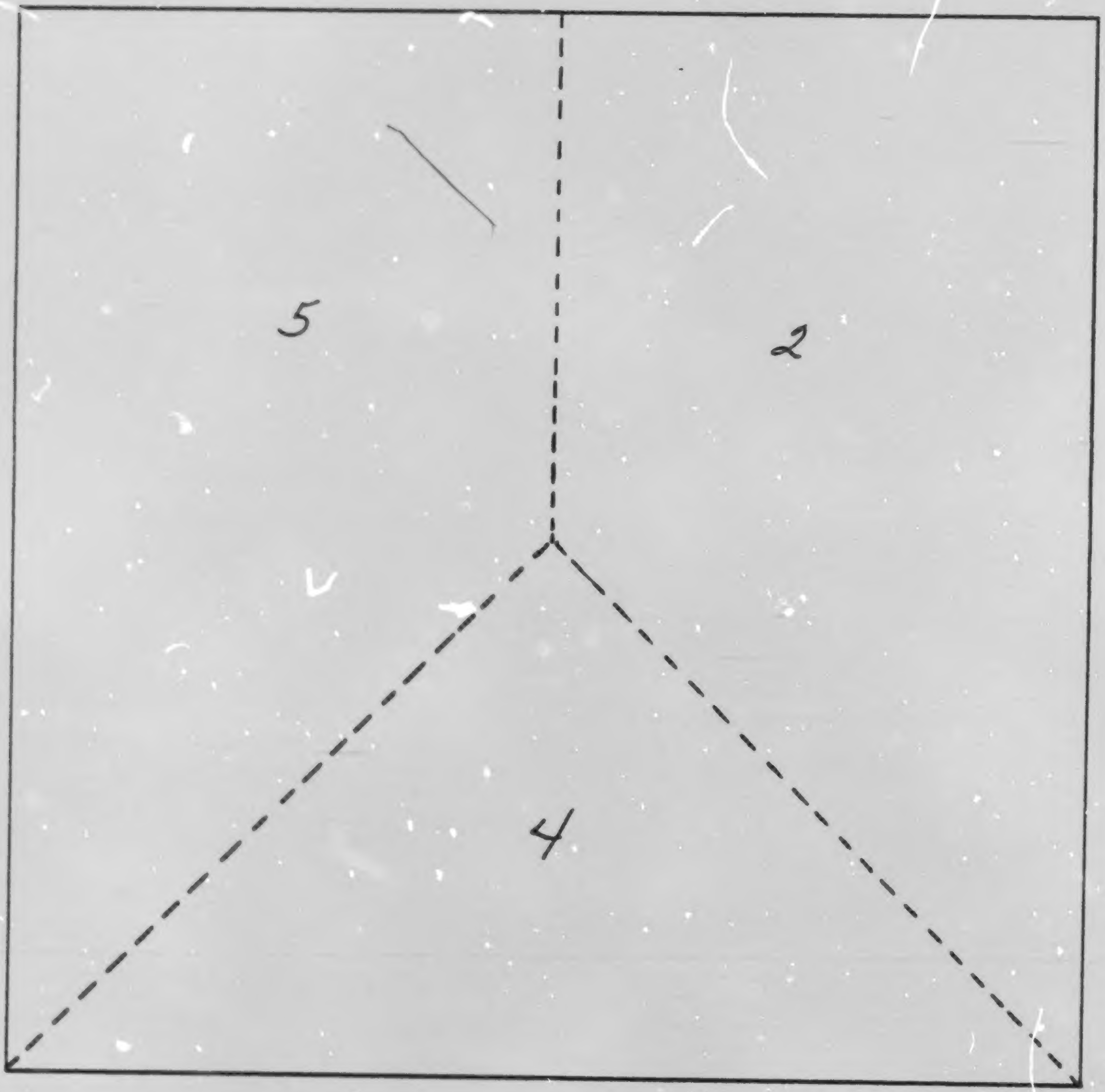
   "Did each person contribute equally to the picture?"

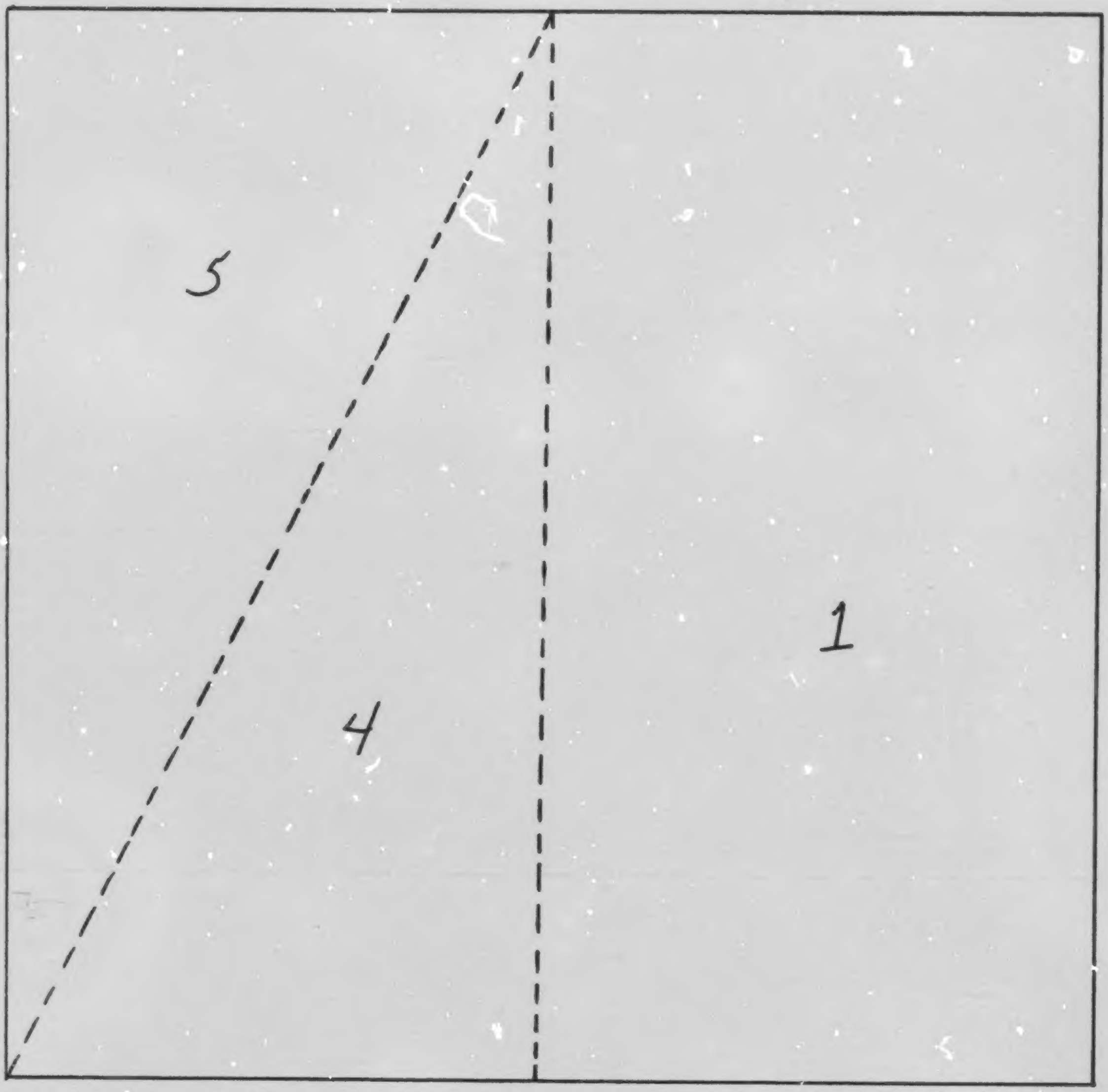
   "Did you ever get mad at your partner? (How did you show that?)"

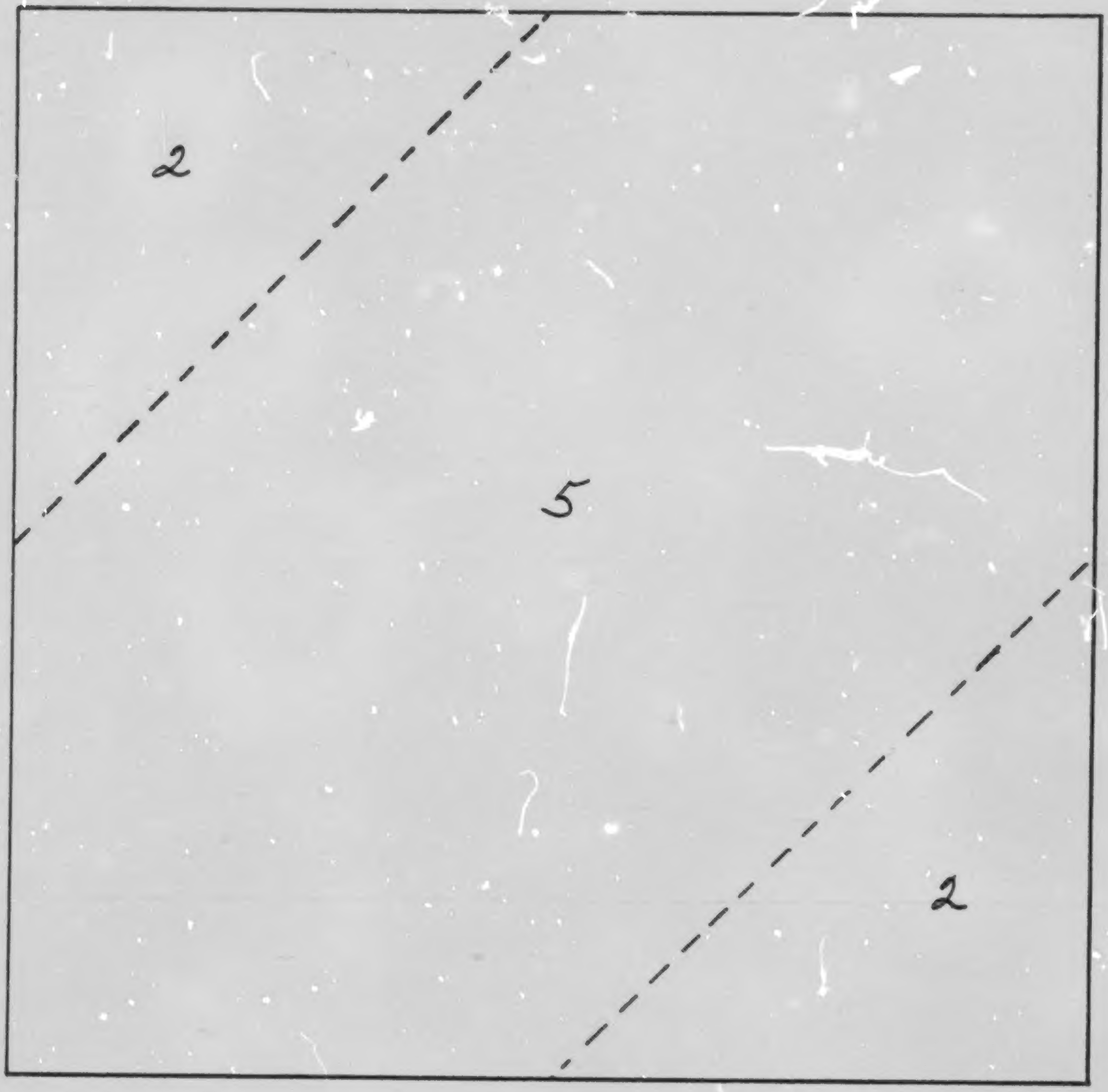
   "Were you worried about what your partner might think about what you painted?"











UNIT II, LESSON 11

Summary on Relationships

OBJECTIVE:

- To review different kinds of relationships.

MATERIALS:

Pictures, photo boards, (CBR test, learning disability students only).

PROCEDURE:

1. "We are going to talk about all of the different kinds of relationships that we have studied. What are some examples?" (leader/follower, friendly, criticizing, cooperative, conflict, etc.) Display pictures and have students identify the relationship occurring.

2. "I need some volunteers to act out the relationships on some of these pictures." Have students come up in pairs, show them a picture, allow them to role-play 15-30 seconds, call "stop". See if anyone can recognize the relationship, then show class the picture. Discuss facial expressions and body language used by students.

   Continue by asking for volunteers to demonstrate the following:

   a. Bully and doormat
   b. Bully and assertive
   c. Apology
   d. Making a criticism
   e. Starting a conversation
   f. Making a request
   g. Compliments
   h. Good listening
   i. Friends cooperating

This ends the lessons for Unit II

(For learning disability students, administer CBR test located in supplement notebook.)

Core Lesson

ICE 25¢
CREAM
BAR

UNIT III, LESSON 1

What Do I Do About My "Bother"? - Problem Solving

OBJECTIVES:

- To learn how to identify a problem.
- To learn the steps in the problem-solving process.
- To have students actively apply the problem-solving process to their own problem situations.

MATERIALS:

Pictures of unresolved problem situations (taken from classroom magazines, books, or materials), "What Would You Do?" cards (included)

VOCABULARY:

Assumption, flexibility, brainstorming, obstacles, imagination, dilemma

PROCEDURE:

1. "You make many choices or decisions every day. You may have asked yourself this morning, 'What am I going to wear?' 'How am I going to make friends?' 'How do I make better grades?' or 'How do I stop someone from bugging me?'" Ask students to describe problems they face at home, school, and in social settings. Show pictures from magazines depicting unresolved problem situations.

   "Everyone has problems, but some people pretend or act as if they don't. Because you have a problem does not mean you are bad or troubled, it just means that you are a normal person dealing with everyday life situations. Because problems are so much a part of life, problem-solving is very important to success and happiness."

   Show pictures and ask, "What is the problem?"

2. "How do you know when you have a problem?" (We feel unhappy, stuck, frustrated, mad, confused, etc.)

3. "What gets in our way (obstacles) of solving problems?" (Looking for quick answers, pushing problems aside, sticking with what we know rather than explore the unknown.)

4. Ask student to mention a problem that he/she faces.

5. Take student's problem through the steps of problem-solving (write on board):

   a. STOP-THINK: The first thing we need to do is to recognize the problem. Refer to student's problem (example: "I've just moved into a new area and I have no friends.") Write suggested problem on board.

   b. POSSIBILITIES: Think of all the ways of solving the problem. Discuss brainstorming. (Brainstorming means getting as many different suggestions as possible without prejudging them.) Write possibilities on the board. Examples:

      1) Ask classmate to play after school.
      2) Bring jumprope to school and start game.
      3) Smile at people.
      4) Have a party.
      5) Use "What would you do cards" for other suggestions.

   c. CHOOSE BEST ONE: Which one do you think will work the best? Circle the best one. (Example: bring a jumprope to school).

   d. TRY IT: Role-play the situation using the idea chosen. (Example: classmates talked to me after jumping rope.)

   e. DID IT WORK? Students will need to try different solutions until they find the right one to solve problem.

6. "What do good problem-solvers have in common?" (A positive attitude, a good imagination, patience, and a questioning mind.)

REVIEW:

AS PROBLEMS OCCUR IN THE CLASSROOM, STATE "STOP-THINK" AND HAVE CLASS TAKE SITUATION THROUGH THE PROBLEM-SOLVING PROCESS.

1. "How do you know you have a problem?"
2. "What are the five steps you can take to solve a problem?"
3. "What do you do if the problem is not solved?"

FOLLOW-UP ACTIVITY:

1. a. "We will call today ANN LANDERS DAY. This will be a special time when you can state a problem you've been trying to solve and have the group help you with ideas."

   b. "The four ground rules are:

      1) State your problem in a short (2-3) sentences, concise manner. Be a clear speaker.

      2) Do not use names if classmates are involved.

3) Offer clear positive solutions without causing personal antagonism. (Example: "If you didn't whine so much, Shelly, you'd have more friends" should be stated "Try using a firm, low-pitched voice.")

4) One suggested solution per person.

c. The teacher may wish to offer an example of a problem or read an appropriate one from Ann Lander's column.

d. Try to create a sincere, informal, spontaneous mood.

e. Encourage students to try the new suggestions.

f. Follow through on problems.

2. Problem Solving & Role Playing Cards (yellow & blue cards)

3. Make poster showing five steps to solving a problem. Display in classroom and review when problems arise.

UNIT III, LESSON 2

Problem Solving (Group)

OBJECTIVES:

- To review the five steps of problem-solving process.
- To actively participate in the problem-solving process through role playing.

MATERIALS:

Problem Solving Task Cards - yellow and blue cards (Project materials)

PROCEDURE:

1. "Who can tell me the five steps you take in solving a problem?" (stop-think, possibilities, choose best one, try it, did it work?)
2. "Let's apply these steps to dilemma situations." (Use yellow and blue cards in task card kit.) Discuss situation with class and choose role players.
3. Ask following questions to clarify situation:
   a. Where are you?
   b. What are you doing?
   c. What time is it?
   d. How are you feeling right now?
4. Use "freeze" technique to point out postures, facial expressions, and content of discussion.
5. Praise the role-playing.

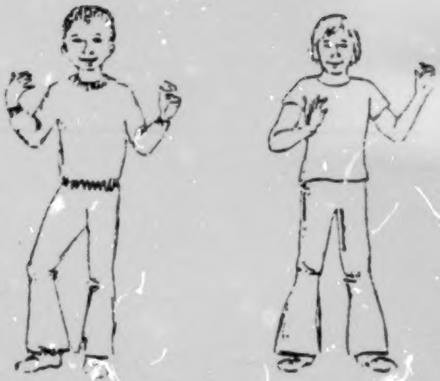
THIS LESSON CAN BE EFFECTIVELY REPEATED MANY TIMES (EITHER IN SUCCESSION OR AT PERIODIC INTERVALS) BY USING DIFFERENT PROBLEM SOLVING TASK CARDS.

REVIEW:

1. "What was the problem?"
2. "What possibilities were suggested?"
3. "What idea was chosen to try?"
4. "Did it work?" If not, what happened?"
5. "Could this really have happened?"

HOMEWORK:

Try solving a problem at home using the steps we've discussed.



UNIT III, LESSON 3

"Getting Your Point Across" - Debating
(Upper Grades)

OBJECTIVES:

- To have the students practice assertive statements of their convictions.
- To have students recognize assertive behavior in a debate.

MATERIALS:

Debate tally sheets, pencils, dilemma stories.

PROCEDURE:

1. "Today we are going to have a story which presents a problem (a dilemma) and then discuss possible solutions to the problem."
2. Read story.
3. Clarify any ambiguous facts in the dilemma.
4. Encourage broad reaction to the dilemma by asking open-ended questions (listed at end of stories). "What's the problem here? What is the right thing to do?"

   Record possible solutions on board; consider consequences.
5. Through probes and analogies, place particular opinions in conflict and move the group in two oppositive poles.
6. After dilemma is discussed, form two debate teams of five or fewer students each.

   For a more in-depth debate it is possible to allow a few days for student research before proceeding.
7. Take a vote to see how many would support each side.
8. Set ground rules:
   a. Sides alternate turns in discussion.
   b. Do not interrupt (bully); everyone's idea is of equal importance.
   c. Everyone has a chance to make a comment (be fair and just).
   d. 10 minutes per dilemma.

9. For each item, listeners will tally one point for each assertively made comment. The same will be done for doormat and bully comments.

10. After debate take count to see how many opinions were changed.

11. Compare total assertive points for each team with popular vote. Did the team with the most assertive points also have more votes?

REVIEW:

1. "What assertive behaviors did you see during the debate?"

2. "What statements were made that swayed the audience?"

3. "Did you see doormat or bully behavior?"

FOLLOW-UP ACTIVITIES:

1. Include stories from GROWING UP MORAL.

2. Any current controversial issue, local or national, can be used as a topic of debate.

TALLY SHEET

PRO			CON		
ASSERTIVE	DOORMAT	BULLY	ASSERTIVE	DOORMAT	BULLY
Team I					
TOTAL					
Team II					
TOTAL					
Team III					
TOTAL					

A GIRL ON THE TEAM?

The school soccer club had a problem. Should they let Janet join their team?

They had never let girls in before, and they won often. The club practiced at the school and they played clubs from other schools.

The rules called for the players to vote on any new member. Janet knew a lot about soccer and played as well as anyone on the team. They'd seen her playing soccer with boys on the playground. But she'd be the first girl in the club—and if she joined, then some of her girl friends might want to join too. The boys didn't really want a lot of girls in their club. When it came time to vote the boys didn't know what to do.

Questions:

1. What's the problem here?
2. How would you vote? Why?
3. What do you think about a club that doesn't allow girls?
4. What do you think about a club that doesn't allow boys?
5. Suppose that the boys decide not to let Janet join their club just because she's a girl, and she complains to her teacher. What should her teacher do? Why?

THE MATH TEST

On Fridays Mrs. Williams gives her fourth-grade class a math test—twenty problems. The highest scorer in the class is rewarded with an extra free period during the afternoon. Whenever Bill wins the free period, he spends time in the art room. He is working on a special gift for his mother's birthday.

Bill and two of his friends, Larry and Tina, sat close together in class. During this week's test, Bill saw Larry slip a small piece of paper to Tina. The paper had answers written on it.

When the scores were added up, Bill realized what his friends' cheating would mean. Tina was the only person in the class to get all problems right. Bill had missed only one, and had the next best score.

Bill had a decision to make. He felt that cheating was wrong—and besides, if he told on Larry and Tina, he'd get the free period. At the same time, he didn't want to get his friends in trouble.

Questions:

1. What is the problem here?
2. What would you do?
3. How would Tina feel if Bill told on her? How would Larry feel? Should Bill think about how the others would feel when he is deciding the right thing to do?
4. Suppose there was no reward for spelling the most words right? Would this make a difference to Bill? Why?
5. Suppose that Tina wasn't Bill's friend. Would this make a difference? Why?
6. Do you think cheating is wrong? Why?

THE CANDY BAR

John and his father had moved to town just last week. John missed his old friends at first, but he soon made friends with Dan, who lived down the street. John and Dan were hanging around the liquor store looking at things.

As they were getting ready to leave, Dan said, "Wait outside, I'll be right out."

While Dan and John were going to the park, Dan took a candy bar from his pocket.

"Look what I got," Dan said.

"I didn't know you had any money with you," said John.

"I don't - I just took it" he laughed. Then he added, "It doesn't cost much. Anyway, nobody'll notice it's gone." He opened the wrapper and ate the candy.

John thought he should go back and tell the store owner, but he didn't want to get his new friend in trouble.

Questions:

1. What is the problem?
2. What would you do? Why?
3. What would Dan think of John if John told on him? Should this make a difference to John when he decides whether or not to tell?
4. Suppose that there'd been a sign inside the store which said, "SHOPLIFTERS WILL BE PROSECUTED. NO EXCEPTIONS." Would that make a difference to John?
5. Does it matter that the candy was not expensive?
6. Most people feel that stealing is wrong. What excactly makes it wrong?

CARS AND AIR POLLUTION

Automobile exhaust accounts for much of our air pollution. Many people believe that we should limit or even forbid the use of cars. They think that we should work on developing different and better forms of mass transportation, such as trains, buses, and subways.

People who are against automobiles point out that more than fifty thousand people are killed in car accidents each year, and four million more are injured. Courts are filled with accident cases. Also, cars use up great amounts of our energy supply.

People who are in favor of automobiles say that accidents, pollution, and other problems are the price we have to pay for the freedom, convenience, and comfort provided by cars.

Questions:

1. What's the problem here?
2. Should there be limits on how often people drive their cars? Why? Should cars be banned? Why?
3. Suppose that your family takes a trip every year. Usually you go camping in the country. This year your family can't take a vacation. It's important to conserve gasoline. Is this fair? Why?
4. What do you think of ideas such as: a large tax on fuel; a large tax on cars; gas rationing; limiting driving times; raising the age for driving to 25?
5. Think of a fair way to limit the use of cars.

LUNCH LINE

Jackie felt lucky. Her class was really close to the cafeteria, so if she hurried she could be among the first in line at the cafeteria door. It was Thursday and the school always served a special lunch on that day—pizza and ice cream. It was Jackie's favorite food. On days like this, the line got long fast.

Jackie managed to get near the front of the line. Her friend Carol had come all the way from a class at the other end of the building. It seemed like the whole school was in line by the time Carol arrived.

Carol walked up to Jackie and said, "Let me in front of you. I'll give you my ice cream."

Questions:

1. What is the problem?
2. Would you let Carol in line? Why?
3. What will the other kids in line behind Jackie think if she lets Carol in? Should this make a difference to Jackie?
4. What do you think about "cutting in line?"

GETTING INVOLVED

Steve, Karen, and Jerry were running at the beach when they saw two younger boys fighting. The boys looked as if they were really going at it.

"Why don't we stop that fight?" Steve suggested. "There has to be a better way for them to settle things."

"Not me," Jerry said. "I think we should stay out of it. It's none of our business."

One of the younger boys began to get the better of the other and started kicking him. Karen sided with Steve. "We better break it up," she said. "Someone might get hurt."

"I still think we ought to mind our own business," Jerry said. "Nobody will get hurt. They're too little to hurt each other. Let's keep going."

He managed to convince Steve and Karen, and the three of them continued running down the beach.

Questions:

1. What is the problem here?
2. Did they do the right thing by not getting involved in the fight?
3. Was "mind your own business" a good rule to follow? Why?
4. Steve felt they should stop the fight because there are better ways to settle things. Karen felt they should stop the fight because someone might get hurt. Which is the better reason? Why?
5. Would it make a difference if someone was already hurt in the fight? Why?
6. Is there ever a time when it's best to "mind your own business"? Why?

UNIT IV, LESSON 1

Introduction to Complex Social Situations

OBJECTIVE:

- To become familiar with the complexity of social situations.

MATERIALS:

CBS, EBS tests (Project materials-Supplement for Learning Disability Students)

VOCABULARY:

Appropriate, sequence.

PROCEDURE:

1. "We are going to begin studying about the way people act in different situations. We will talk about what kinds of behaviors are most appropriate in certain situations and the sequence or order in which most people do things when they are with other people."

2. "Let's talk about the sequence or order in which we do things. What steps would you take if you wanted to make friends with a new student in your class?" "How would you go about getting another student to stop doing something that bothers you?" Encourage all ideas and have students consider appropriate sequences. (Use CBS curriculum for additional situations.)

3. "We need two volunteers." Instruct volunteers to act out the following "improbable sequence" using the accompanying script.

   a. Student A: (Facing Student B, turns and begins to leave) "Bye - see you at the party."
      Student B: (Waving) "See you then - Bye."

   b. Student A: (Returning to face Student B) "I'm having a party tomorrow at my house at 4:00. Can you come:"
      Student B.: "Sure - sound like fun."

   c. Student A : (Waving) "Hi."
      Student B: (Waving) "Hi."

   d. Student A: "I'm glad to see you. I wanted to ask you something."
      Student B: "Sure."

Discuss why this "meeting" seemed strange (emphasize that actions take place in a certain logical order or they do not make sense to us) and how it could have been done in a correct sequence.

"What did you learn about the sequence of behavior?"

4. "Now let's talk about when it is appropriate to do certain things. When or where would it be OK to go barefoot?" "When would it be strange to go barefoot?" "When or where is it appropriate to be loud and use slang expressions?" "When is it not a good idea to be loud and use slang?" Use situations in the classroom, playground, and at home.

"Now let's see how you do with these situations." Give CBS and EBS tests. (learning disability students only)

FOLLOW-UP ACTIVITY

Assign CBS and EBS worksheets (learning disability students only).

SCRIPT

a. Student A: (Facing Student B, turns and begins to leave) "Bye - see you at the party."

Student B: (Waving) "See you then - Bye."

b. Student A: (Returning to face Student B) "I'm having a party tomorrow at my house at 4:00. Can you come?"

Student B: "Sure - sounds like fun."

c. Student A: (Waving) "Hi."

Student B: (Waving) "Hi."

d. Student A: "I'm glad to see you. I wanted to ask you something."

Student B: "Sure."

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b. Student A: (Returning to face Student B) "I'm having a party tomorrow at my house at 4:00. Can you come?

Student B: "Sure - sounds like fun."

c. Student A: (Waving) "Hi."

Student B: (Waving) "Hi."

d. Student A: "I'm glad to see you. I wanted to ask you something."

Student B: "Sure."

Core Lesson

UNIT IV, LESSON 2

"Tennis Shoes at a Wedding?"
Behavior Appropriate to the Situation

OBJECTIVE:

- To learn about when and where different behaviors are appropriate

MATERIALS:

EBS worksheets (Individualized Instruction Supplement)

VOCABULARY:

Appropriate, situation

PROCEDURE:

1. "What does 'appropriate' mean?" (proper or fitting the circumstances) "We are going to talk about behavior which is appropriate or not appropriate at certain times or places. We should consider language, loudness, dress and actions. What would be appropriate behavior:

    a. at a picnic

    b. in class

    c. at a Thanksgiving dinner

    d. if someone accidentally bumped into you

    e. if someone fell and hurt himself badly

    Would any of you:

    a. come to school in pajamas

    b. yell at someone sitting next to you

    c. cry if you dropped a pencil

    d. get angry if someone gave you a present

    "Why wouldn't you do any of these things?" After discussion continue with EBS worksheets (reinforcement for learning disability students).

REVIEW:

"What did you learn about appropriate behavior?"

HOMEWORK:

Spot an inappropriate behavior on the playground.

FOLLOW-UP ACTIVITIES:

"What Would You Do?" game (included in game packet)

UNIT IV, LESSON 3

"Follow the Leader" - Leading and Following

OBJECTIVES:

- To understand the characteristics of a good leader and a good follower.
- To practice giving and following directions.

VOCABULARY:

Leader, follower, characteristics.

PROCEDURE:

1. "We are going to play 'Simon Says'. Everyone stand up. You must do everything the leader says when the leader uses the expression 'Simon Says!' For example, if you hear, 'Simon Says', raise your right hand - you must raise your right hand. If the leader says only 'raise your right hand!' - you are not to do anything. If you move, you must sit down." Begin as the leader - continue game for a few minutes. From the remaining students standing select a new leader. Repeat until four or five students have had a turn at being the leader.

2. "Some of you had a chance to be leaders, some of you followers. What is a leader?" (a person people like to follow; someone who gives directions and orders; someone who organizes activities; a person who takes responsibility for a group). "What is a follower?" (a person who does what another tells him to do; someone who cooperates when given directions; someone who goes along with the decisions or plans of another.)

3. "We all lead at one time or another. What are some times when you have been a leader?" (in class; on a team; with friends; with family; with younger brothers or sisters) "Who are some famous leaders? How does someone become a leader?" (elected; formally chosen by group discussion; naturally fall into role of leader; selected by drawing names or straws; chosen by teacher or other leader; take leadership by threatening followers) "Think of

some 'good' leaders here in you school" (no names). "What are the characteristics of a good leader?" (Friendly, assertive, respects others, organized, skilled, knowledgeable, enthusiastic)

4. "We all follow at one time or another. When have you been a follower?" (in school; on a team; with friends; with family; with other brothers or sisters). "Think of some 'good' followers you know" (no names). "What are the characteristics of a 'good' follower?" (Friendly, assertive, cooperative, listens well, helpful, enthusiastic). "Can someone who is a good leader one time, also be a good follower in another situation?" (Yes)

5. "Now I am going to let you have a group discussion. I will not say anything and you cannot ask me anything. You do not have to raise your hands - you may speak out. However, remember that the entire group is to be included in the discussion and you must consider everyone when you talk. Here is the situation."

   "Pretend that the class gets to go on a field trip to eat at a nearby restaurant. You all must help decide on the restaurant to which you will all go." (Allow them to proceed. IT MAY TAKE A FEW MINUTES FOR SOMEONE TO BEGIN THE DISCUSSION. Intervene only if students genuinely don't understand. After about 10 minutes, stop the discussion and introduce the second topic.)

   "Now let's change the subject. Let's say we are going to have a __________ (kickball, baseball, soccer, relay race, etc.) competition against other students in your grade at school. You all must help decide how the team will be organized so that everyone participates in one way or another." After five to 10 minutes stop the discussion and introduce the final topic.

   "Now let's change the topic one last time. Let's say our class must put on a program for the school about famous authors and scientists from American history" (Ben Franklin, Edgar Allen Poe, Mark Twain, Thomas Edison, etc.). "Again, you all must help decide how the program will be done and how it will be organized so that everyone participates in one way or another." End discussion as time permits.

   "We had group discussions on three very different subjects. Did different students become leaders and followers at different times? What else did you observe or learn from this about leaders and followers?"

FOLLOW-UP ACTIVITY:

1. Allow different students to experience leadership roles (team captains, giving spelling tests, etc.)

2. Role play situations where one student must lead a whole group of doormat, bully, or assertive students.

3. Have students complete following form. It may be used as a leader/follower sociogram and/or a basis for discussion.

Put in order the persons that you would choose for the following activities:

1. To run your class for a day.

   a. ______________________
   b. ______________________
   c. ______________________

2. To be Captain of the class baseball team.

   a. ______________________
   b. ______________________
   c. ______________________

3. To organize a trip to the beach.

   a. ______________________
   b. ______________________
   c. ______________________

4. To plan a class play.

   a. ______________________
   b. ______________________
   c. ______________________

1. If you were the leader, planning a trip to the zoo, who would you choose to help you?

   a. ______________________
   b. ______________________
   c. ______________________

2. If you were the leader, planning a class play, who would you choose to participate?

   a. ______________________
   b. ______________________
   c. ______________________

3. If you were the Captain of the class baseball team, who would you choose to participate?

   a. ______________________
   b. ______________________
   c. ______________________

4. If you were the leader of the class for one day, who would you choose to be your helpers?

   a. ______________________
   b. ______________________
   c. ______________________

UNIT IV, LESSON 4

"Play Ball!" - Outdoor Group Activity

OBJECTIVE:

. To become aware of behaviors which are appropriate and inappropriate in an outdoor game situation.

MATERIALS:

Ball, whistle, clipboard with class list.

PROCEDURE:

1. "We're going to have a different kind of game outside today, rather like on Saturdays or after school when you're on your own. How many of you play games when there is no adult around? You have to choose your own teams, decide rules, and play. You will have 45 minutes." (The game may be crossfire, basketball, handball, kickball, etc., or any game played within a limited court area.)

2. We do have three basic rules.

   a. "Everyone must participate." (A child who can't run might be scorekeeper.)

   b. "Everyone must stay within the playing area of the game."

   c. "You cannot talk to me" (or any other adult involved).

3. "From time to time I am going to blow a whistle to stop the action and point out someone who is acting either like a doormat, a bully, or an assertive person. When the whistle blows you must freeze. I'll be looking for some of these behaviors.

   Bully: high, hard throws (on purpose, pushing, name-calling, won't follow rules, cheating.

   Doormat: not involved, not paying attention or trying, looking around, talking to teacher, giving up the ball for no reason.

   Assertive: doesn't hurt others, passes ball if it will help game, compliments good play, play by rules, cooperates.

   Are there any questions?"

4. Take students to playing area. Tell them to start game. As game proceeds and you observe clear examples of assertiveness, doormat behavior or bully behavior, stop the game and provide description of behaviors. Also keep a tally of behaviors shown on a class list.

5. When the time limit is reached, return to class and discuss the types of behaviors exhibited and how those behaviors affected the game. Allow five or ten minutes for discussion. Be sure students know why they received certain checks for behavior. The class may be able to help if the child doesn't know.

UNIT IV, LESSON 5

"When In Rome" - Entering New Surroundings

OBJECTIVE:

- To learn about adjusting to new or unusual situations.

VOCABULARY:

Oriented, flexible, respect, offend.

PROCEDURE:

1. "Have any of you ever been to a foreign place? In other countries people do many things differently than the way we do things in our country. Can you think of some things people in other countries do differently (language, clothing, foods, etc.). We call these social customs."

2. "Actually you don't need to go to a foreign place to find people who do things differently than you do them. How many of you have stayed at the home of a friend, visited another city, gone away to camp, moved to a new school, or been moved to a new class? If you have had any of these experiences you've seen that people can do some things differently. They may have slightly different rules about how to act."

3. "Can anyone tell us of a time when you were in a new place and had some difficulty because you didn't realize that certain things were done differently."

   "Sometimes when you are in a new surrounding, some of the customs or rules may seem strange or even silly. It may not be clear why things are done the way they are. Sometimes it is a simple matter of fashion or fad popular in one place and unknown in another."

4. "If you do not know what behaviors are appropriate or if you 'make fun' of behavior which seems unusual it is possible to offend, anger or hurt the feelings of the other people invcved."

   "What are some things you can do if you are in new surroundings in order to get along well?" (respectful, courteous, alert to unusual rules or customs, ask questions if necessary)

5. "We are going to do an exercise so that some of you can practice being in a new situation."

   Ask one to three students to leave the room for each of the following exercises. While they are out give the follow. instructions, then allow them back in, and proceed with discussion. Ask those who left the room if they can figure out the rules.

   a. Discuss past summer vacation—students must raise left hand to be recognized. They are not allowed to mention any kind of vehicle (car, plane, bicycle, skates, etc.)

   b. Discuss hobbies and pastimes--student must knock twice on desk top to be recognized. They must turn away from teacher when they speak.

   c. Discuss a class picnic. Student must stand when they are recognized to speak. They may not discuss any foods by name.

   d. Send only boys out. Discuss a class field trip. Only girls are allowed to speak and they cannot mention anything related to boys.

6. After exercise discuss how everyone felt and how students acted in the unusual situation. Discuss the importance of being assertive and being flexible. Also discuss the importance of being self-assured that one's own customs are acceptable and at that point "going along" is no longer assertive behavior.

REVIEW:

What did you learn about adjusting to a new or unusual situation?

UNIT IV, LESSON 6

People and Parties

OBJECTIVE:

- To become aware of the feelings, circumstances, and problems associated with parties

VOCABULARY:

Inculded, excluded, experience

PROCEDURE:

1. "How many of you like to go to parties? How many of you do not like parties? Most of us have been to some kind of party at one time - why do people have parties?" (to celebrate a major event such as birthdays, graduations, etc.; to get to know one another; to relax and have fun; to share a common experience)

2. "What are some things you like about parties? What are some things you don't like about parties?"

3. "If you were going to have a big party, what type of person (no names) would you include? (friendly, participates, gets along with others, polite, respects property, people who have invited you to their party). What type of person might you exclude? (no names)

4. "How does it feel to be invited to a party? How does it feel if you are not invited to a party? What are some things people can do to be invited to parties?" (act assertively, be friendly, participate in activities)

5. "Sometimes we are not invited to parties for reasons that have nothing to do with the way we act. Sometimes there is only enough room for a few; sometimes parties are for very special friends or relatives; sometimes parties are just for girls, just for boys, or just for fifth graders; sometimes we are overlooked."

6. Responsibility at a party—"What are the responsibilities of the host/hostess of a party?" (Invite quests who will be pleasant and fun and add to the party. Provide plans for entertainment, food, etc.) "What are the responsibilities of the guest?" (Be sociable, be ready to participate in all the plans and activities, be ready to converse and be 'good company'."

REVIEW:

1. Why do people have parties?

2. How do people feel when they are invited to a party? When they are not invited?

3. What do you have to consider if you are going to have a party?

UNIT IV, LESSON 7

Summary and Review - Complex Social Situations

(Learning Disability Students)

OBJECTIVE:

- To review ideas related to complex social situations.

MATERIALS:

CBS and EBS tests (Project materials - learning disability students only).

VOCABULARY:

Sequence, appropriate.

PROCEDURE:

1. "We are going to review what we have learned about sequences of actions. What is a sequence?" (The order in which things happen.) "Let's talk about some of these problems of sequences." Use Title IV-C worksheets—CBS for learning disability students.
2. "We have also talked about when and where certain behaviors are appropriate. What does appropriate mean?" (Fitting to the situation.) "Let's talk about some of these problems." Use Title IV-C worksheets—EBS.

After completion of this lesson give CBS and EBS tests.
(learning disability students only)

Core Lesson

UNIT V, LESSON 1

"How Can I Improve at School" - Setting and Attaining a Goal

OBJECTIVES:

- To learn that setting and reaching a goal is successful problem solving
- To have students select one academic and one behavioral goal that they work toward accomplishing
- To have students develop steps toward attaining their goals

VOCABULARY:

Goal, obstacles, accomplishments

MATERIALS:

Pencils, 3" x 5" plain file cards, tape, certificates

PROCEDURE:

1. Discuss the concepts of goals.
    a. "What does the word 'goal' mean?" (an end toward which effort is directed)
    b. "Can you think of any games you play that have goals? What are the goals?" (To get the most points, to hit the most balls, etc.)
    c. "Have you ever set a goal for yourself and accomplished it?"
    d. "How would you go about setting a goal?"
    e. "If you set a goal to finish reading a book in one week, what might keep you from reaching your goal?" (Listening to other people talk, not organizing time well, not liking the book, getting stuck on a word or problem I cannot do by myself, etc.)
    f. "We call those things which keep us from reaching that goal 'obstacles'."

2. "Let's brainstorm some academic goals that you could accomplish in the next three weeks. They must be positive and realistic." (write list on board)

   (optional) "What are some behavioral goals that you could accomplish in the next three weeks?" (write list on board)

3. Have students choose one goal from the list and write the goal at the top of a 3" x 5" file card. (example: I will not get my name written on the board for three weeks.)

4. Have students brainstorm ways of attaining these goals and write three ideas on the right side of the card. Example:

   a. Tell Danny my goal so he can help me not talk to him.

   b. Concentrate harder on math so I don't get out of my seat and talk to Danny.

   c. Check myself on raising hand before speaking.

5. Have students list three obstacles (things that get in your way) on the left side of the card. Example:

   a. Forgetting to raise hand.

   b. Getting out of seat.

   c. Talking to my neighbor.

6. Have students decide who will validate the accomplishment and state at bottom ______________ (teacher, parent, student's signature, playground supervisor).

7. Students will then tape to desk top and work on goal for three weeks.

8. At the end of the three weeks students will discuss their goals and accomplishments. Retrace steps of those whose goals were not accomplished and revise steps in accomplishing the goal. (A daily motivational reminder and check will enhance the completion of goals.)

9. Give certificates to those who have accomplished their goal.

REVIEW:

1. "How do you set a goal?"

2. "How do you attain a goal?"

3. "Are accomplishments goals?"

FOLLOW-UP ACTIVITIES:

The following are topics for discussion or creative writing, which would reinforce the goal setting-solving concept.

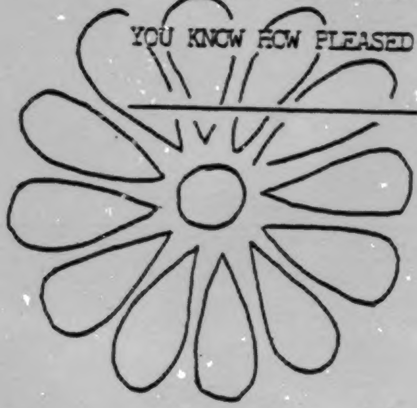
1. Something I Did that I'm Proud of
2. Something I Want to Get Done Before Next Week
3. A Project I've Got Going Right Now
4. Something I Want to do Someday That I Haven't Done Yet
5. When I'm an Adult ...
6. Someone I Admire

DEAR ______________________,

YOUR CHILD ______________________ RECENTLY
SET A GOAL TO ___________________________.
HE ACCOMPLISHED THAT GOAL. WE WANTED TO LET
YOU KNOW HOW PLEASED WE ARE WITH
____________________'S PROGRESS.

SINCERELY,

____



- -

NO HOMEWORK PERMIT

for one subject awarded to

____

for reaching your goal.

UNIT V, LESSON 2

"Let's Have a Party" - Setting & Attaining a Group Goal

OBJECTIVES:

- Students will practice setting a group goal.
- Students will practice establishing and following an order of steps toward the completion of a goal.

MATERIALS:

Those decided necessary for a party.

VOCABULARY:

Goal, brainstorm, consensus, responsibilities.

PROCEDURE:

1. "We are going to learn about how a group works toward a goal and how each of us acts as a member of a group. We are going to plan and prepare for a class party. This is a group activity in which everyone will participate. First we must decide what type of party to have—this is setting a goal. Then we must prepare for the party—this requires organizing and establishing the steps toward attaining the goal."

2. "Let's begin by deciding what kind of party to have. First let's brainstorm—we'll list all of the kinds of parties we could have." Get as many suggestions as possible and write them on the board.

3. "Next let's figure out a way to select an idea that most everyone will like." Discuss ways of voting, discussing, getting a consensus. Then decide on the type of party, where and when.

4. "Now we must organize and plan for the party. Let's list what needs to be done. How will we decide who has what responsibilities?" Discuss voting, appointment, volunteering, by drawing or other methods suggested. Assign responsibilities and set dates for completion.

REVIEW:

1. What type of goal did the class set?
2. How does this goal differ from an individual goal?
3. To attain this goal what must happen?

FOLLOW-UP ACTIVITY:

Have students set goal to keep classroom clean, or to do well in a school contest such as paper drive, PTA Art Fair, etc. Follow steps to completion.

Core Lesson

UNIT V, LESSON 3

"HOW CAN I IMPROVE AT HOME"

Setting and Attaining a Goal at Home

OBJECTIVES:

- To review the steps to accomplishing a goal.
- To have students select one behavioral goal that could be accomplished at home.
- To have students develop steps toward attaining the goal.

MATERIALS:

Parent form explaining goal ideas. (See examples, following pages).
Parent form on progress toward goal completion. (See examples, following pages)

VOCABULARY:

Goal, obstacles, accomplishments.

PROCEDURE:

1. Review introductory steps of Lesson 1 on goal setting.
2. Brainstorm realistic goal ideas that could be worked on at home.
3. Have students list five goals from board on parent form.

Lower grades:

a. Solve a problem with a brother, sister, or friend.
b. Carry out a daily job without being reminded.
c. Wash and get to bed on time without being reminded.
d. Take notes from school to parents.
e. Read at home 1/2 hour three times a week.
f. Do your "have-to's" before your "want-to's".

Upper grades:

a. Read 1/2 hour three times weekly.
b. Arrive at school on time.
c. Go to bed on time without being reminded.
d. Use problem solving steps in getting along with friend or classmate.
e. Take a leadership role.
f. Do homework before watching TV.

   g. Get attention in an assertive way.
   h. Do daily responsibility without being reminded.
   i. Solve a disagreement with brother, sister, or friend.

4. "Please discuss these possible goals with your parents and choose one that you feel is most important. Return signed parent sheet immediately."

5. Explain to class that this is a two-week goal and parents will verify accomplishment.

6. Send Progress Toward Goal Completion Form home in two weeks.

REVIEW:

1. "How do you set a goal?"
2. "How do you attain a goal?"
3. "Are accomplishments goals?"

I can do it . . . I can
do it . . . I
can do it . . . I can
do it . . .

Student's goal written here

front

Today's date ______________________

Date(s) I did it! ___________________

Congratulations from ___________________
(Parent)

back

Dear Mr. and Mrs. ______________________________,

As a class project all the students have been working on how to set and accomplish personal goals. Would you please help ________________ in selecting a goal that he/she could work on at home for a period of two weeks? The following are suggestions of goals that would enhance our school program.

1.

2.

3.

4.

5.

Please complete this form and return it to school.

________________________________ (Student's goal)

________________________________ (Signature of parents)

Progress Toward Goal Completion

Dear Mr./Mrs. ______________________________.

We are looking forward to hearing from you concerning _______________ _____________________ (student's name) home goal.

Would you please sign and return.

Check one ____ Working towards a goal

____ Completed goal

____ Given up

____
Parent's Signature

UNIT VI, LESSON 1

Implications

OBJECTIVE:

- To learn about anticipating the consequences of social actions.

MATERIALS:

EBI Worksheets, photo boards from TAD and Focus Kits.

VOCABULARY:

Anticipate, consequence.

PROCEDURE:

1. "An implication is a prediction about the outcome or consequence of an action. For instance, if you drop a drinking glass, what will probably happen?" (It will probably break.) "And after that what might happen?" (Ask for suggestions--answers may include: getting cut on the glass, mother might be angry, the glass needs to be picked up, etc.) " If you are cooperative in class the teacher will be happy; if you call someone a cruel name, he will be angry; if you are frightened, you will move away from the thing that frightens you. If you throw a pencil, what might happen? (Person might throw one back; someone might get hurt; teacher will be angry; etc.)
2. "Let's see how well you can select the best thing to do." Administer CBI for learning disability students.
3. "Let's see if you can anticipate or predict the most probable outcome of the following actions (try to get group consensus and emphasize most probable outcome)." Use appropriate photo boards and/or the following situations:
   a. Steven drops his plate in the cafeteria.
   b. Bill gets home two hours late for dinner.
   c. Susan gives Diane a surprise present.
   d. Mark hits the winning home run in the school championship.
   e. Terry, a 6th grader, pushes Pat, a 2nd grader, in the lunch line.
   f. Jan, a 6th grader, sees Tom, a 1st grader, taking Karen's lunch.
4. "Why is it helpful to anticipate consequences?" (See Review)
5. Discuss CBI (learning disability students) and EBI worksheets.

REVIEW:

1. What did we discuss about implications?
2. EBI worksheets (regular classroom students).
3. CBI and EBI worksheets (learning disability students).

UNIT VI, LESSON 2

"HELP! HELP!"—Asking for Help

OBJECTIVES:

- To learn how to assertively ask for help or favors
- To learn how to express appreciation

PROCEDURE:

1. "There are times during the day when we need to ask for favors or for help from other people. Can you think of some times when you have had to ask for a favor or for help (borrow a pencil from a student, ask a teacher to explain a math problem)? Asking for help shows we are being responsible, assertive people."

2. Take students through the six steps of asking for help. (Example; asking for a ride.) List steps on the board.

   a. Choose good time. Ask yourself, "Is this a good time to ask for help?" Analyze the situation. Will I have the person's undivided attention? How does the person feel? Is the person angry, sad, happy, etc., at this time? Does this person appear to have time? This step is critical to the success of your request.

   b. State the problem using an "I" message.
      Student: "Hi, Mom, I need to pick up a book at the library by 5 o'clock, and I can't find a ride."

   c. Make a request.
      Student: "Mom, would you run me down to the library?"

   d. Explain situation clearly.
      Mom: "Where's your bicycle?"

      Student: "I've left it at Mike's and can't get it now."

      Mom: "I can see you're in a jam, but I can't drive you down because I'm running late already and I'm having people over for dinner."

   e. Express personal feelings. (Example: "I'm frustrated, angry, sad, disappointed."
      Student: "Boy, I'm really frustrated because I've asked Susan, Mike, and Don already."

      Mom: "How long will it take you?"

      Student: "Ten minutes at the most."

      Mom: "All right, I can run you down if we leave right now, and if you help me set the table."

   f. Positive response.
      Student: "Great. Thanks a lot. I really appreciate your doing this."

3. Ask students to mention a time when they had to ask for a teacher's help. Role play situation using the six steps.

4. Take students through the six steps of asking for the teacher's help. (Remind them to raise their hands, use good eye contact, etc.) Contrast this behavior with doormat ("I know you're too busy") and bully (calling out "Hey") behaviors.

   Compliment fluency of conversation.

5. Role play situations using six steps.

   a. The neighbor's dog repeatedly comes into your backyard and chews everything in sight. Ask for neighbor's help in solving this problem.

   b. Ask your Dad to help you with your math homework.

   c. Ask your sister to help you learn to thread the sewing machine.

   d. Ask the principal to praticipate in a class play.

REVIEW:

1. "What are the six steps to asking for help?"

2. "Which step is most critical to the success of your request?"

3. "What things would you do first before asking the teacher for help?"

FOLLOW-UP ACTIVITIES:

1. Compliment students who have followed steps in asking for help.

2. Make a class poster of the steps.

HOMEWORK:

Ask a member of your family to help you with an important need. Prepare to discuss how you asked and what happened.

UNIT VI, LESSON 3

"Don't Cry Wolf" - When to Tell

OBJECTIVES:

- To be able to distinguish between necessary and unnecessary "telling."
- To apply assertive techniques in reporting events to teacher.

PROCEDURE:

1. "What types of things did you report to the teacher after recess (or PE) today?"

2. "How do we decide if something should be reported to the teacher?"

3. "Have you ever been called a 'tattler' or a 'tattle-tale'? Did you like being called this?"

4. "Let's apply our problem-solving steps to this problem." Problem: Should I tell the teacher what I saw on the playground? It's hard to decide sometimes, so we have some questions you can ask yourself.

   Stop-Think: Ask yourself these questions:
   a. Am I reporting a truthful story? Did I actually see it happen? (if not, don't tell a rumor)
   b. Am I only trying to get attention from my story? (if yes, don't tell)
   c. Is it necessary for the teacher to get help or stop an action immediately? (if yes, tell)
   d. Am I able to solve the problem myself? (if yes, don't tell)

5. Decide if these situations should be reported to the teacher or solved by students: (Use the steps listed above for each)

   a. John chases the girls at every recess.

   b. The reading teacher would like to see Kelly.

   c. Kim doesn't like the boys to call her "cutie."

   d. James's arm is bleeding badly.

   e. Add appropriate situations to the list.

6. Let's role play the following situations and decide if the teacher needs to be told. Again, go through the four questions you can ask yourself.

   a. Two girls are talking on the playground about Nancy whom they had heard had taken Jamie's lunch. Jamie is without a lunch. What would you do?

b. When the ball passes are given out before recess, John, Mark, and Kevin fight over the basketball. No one is hurt but they pull the ball away from each other until they reach the court. They continue to have pushing and shoving matches on the playground.

c. During a baseball game John swings at the ball so hard that the bat comes out of his hand and hits the catcher on the head. This knocks the catcher to the ground. What do you do?

d. Role play other situations that apply to class.

REVIEW:

1. "Before you repeat something to a teacher, what questions do you ask yourself?"

2. "If you are able to solve the problem yourself, do you tell the teacher?"

3. "What problem(s) would you report to the teacher?"

FOLLOW-UP ACTIVITIES:

1. Impress students with consequences of 'tattler.' "Tim, while you told me the story your bus left."

2. Keep a mental record of tattlers, and when appropriate praise them for tattling less and less.

3. Join a minus with a plus. "Susie, I didn't like to hear your tale about the boys, but I did like the way you said 'excuse me' when you passed in front of me."

4. Turn your attention to something else when the tattler approaches you with a tale.

5. Talk frequently about when it is necessary to tell.

UNIT VI, LESSON 4

"You Don't Have to Hit Me Over the Head" - Getting Attention

OBJECTIVES:

- To increase the students' awareness that receiving attention is a basic need and necessary in communicating.
- To have the students think of doormat, bully or assertive ways of getting attention.

PROCEDURE:

1. "If you want to talk with someone, you must first get the person's attention. We have to do something to get the other person to look at us. You can do something funny, helpful, destructive, informative, exciting or whatever and people will look at you."
2. "Let's discuss ways we have gotten someone to pay attention to us. You may want to mention a time that was very challenging to you, like trying to get the attention of a person in a large crowd, or a time when you got the attention of a class, a close friend, the teacher, or your parents."
3. "How do some people on the playground and in the classroom get attention?" (Have students say "someone I know" instead of a name.) After each experience has been mentioned, ask students to evaluate the attention-getting way as bully, doormat or assertive behavior. Example: Falling out of chair often—bully.
4. Role play how an assertive person (doormat, bully) would get the attention of a teacher (or principal) who is busy at a desk.
5. Role play how an assertive person (doormat, bully) would get the attention of his parents who are watching T.V.
6. "Are there times when it would be better to wait rather than getting attention immediately?"

REVEIW:

1. "What are some assertive ways of getting attention?"
2. "Does the way you get attention have anything at all to do with the kind of attention you get or how long the attention lasts?

3. "What do you think a person who never gets any attention would be like?"

FOLLOW-UP ACTIVITIES:

1. Keep a list of attention-getting behaviors that you see on the playground.

2. Observe your classroom, spotting how students get the attention of other students and the teacher.

3. Role play assertive responses to an overly aggressive attention-getter. (Recreate situation that occurs in classroom or playground.)

UNIT VI, LESSON 5

"Negotiating A Compromise"

OBJECTIVES:

- To understand there need not be a "winner" and a "loser" in all situations
- To learn to negotiate a compromise

PROCEDURE:

1. "There are two basic goals for behaving assertively:
    a. feeling better because you have communicated what you have wanted to
    b. bringing about a desired change
2. "Will you always bring about a desired change because you have acted assertively?" No, because others may have different needs or responses to your assertive wishes.
3. "Standing up for your rights does not always lead to others stepping aside saying, "Yes, sir" with a flourish."
4. "Many times you will need to change your original request or idea so that a solution is satisfactory to both parties. This is called making a compromise. No one totally wins or loses."
5. Practice making compromises by role-playing the following situations. "Remember, brainstorming many different ideas helps in negotiating a compromise."
    a. Your English teacher would like to see you after school, and your football coach is counting on you to begin the after school drills.
    b. You and your brother share a bicycle. You need to use it to get to a special baseball practice, and your brother needs it to deliver newspapers.

UNIT VI, LESSON 6

How to Enter and Exit a Conversation

OBJECTIVES:

- To learn how to assertively join a group of people who are actively conversing
- To learn how to assertively leave a group of people when you have been actively involved

PROCEDURE:

1. "We have all been in situations where we have entered a room full of people who are all actively carrying on conversations. Think of a time when you have had to join a group of people who are very involved in their own conversations."
2. "Today we're going to talk about how we can assertively join a group and then, if need be, remove ourselves from a group."
3. "How would someone who is acting as a doormat enter a group?"
    a. Stand at a distance from group using "feel sorry for me" posture and facial expression
    b. Shyly tap someone on the shoulder
    c. State, "You wouldn't want me in your group."
4. "How would someone who is acting as a bully enter a group?"
    a. Intimidate others by "barging in" with fists clenched
    b. Draw attention to self by putting someone down, as, "John sure is wearing wierd shoes."
    c. Interrupt ongoing conversation, as, "Who would like to see me kick this ball?" and monopolize the conversation.
5. "How would someone acting assertively join a group?"
    a. Enter a group courteously and confidently
    b. Become interested in ongoing conversation
    c. Make a comment and show facial expression that is showing understanding or assistance in the conversation. "I heard that Mr. Smith would like six of us to be in the play."
6. "Exiting a group of people is sometimes just as hard, if not harder, than entering it. There are reasons why we leave a group. Maybe we're going to be late in getting home, or maybe the group is talking or planning something you do not want to be a part of."

7. "Someone acting as a bully would state, 'You're making me late. Get out of here with those ideas.' " Discuss other observed behaviors.

8. "A doormat would not leave because, 'It doesn't matter if I'm late,' or feels, 'I can't get out of this anyway." Discuss student ideas.

9. "An assertive person courteously makes an 'I' statement at an appropriate time and departs with a friendly farewell. Example: 'I need to be home on time. It's late. Goodbye, see you tomorrow.'"

10. Role play the following situations:

    a. You have been detained in the classroom so that by the time you reach the playground a group has formed that is actively planning a party for Sally. Enter the group assertively. Enter the group passively. Enter the group aggressively.

    b. The group you have been talking to for the last five minutes suddenly changes the conversation and they are now talking badly about your neighbor. Exit the group.

    c. Your group is planning to let the air out of tires. Exit the situation.

    d. Role play other situations that students offer in discussion.

REVIEW:

1. "When may you need to enter a group in conversation?"

2. "When and how does an assertive person enter a conversation?"

3. "When may you need to leave a group?"

4. "How does an assertive person exit a conversation or group?"

UNIT VI, LESSON 7

"I Was Only Playing" - Teasing

OBJECTIVES:

- To learn ways to handle teasing.
- To learn to discriminate between different kinds of teasing.

VOCABULARY:

Insult, affectionate, vicious.

PROCEDURE:

1. "We all have been teased at one time or another, and we have all teased someone before. Who can tell us about a time when you were teased and what happened. Who can tell us about a time when you teased someone and what happened. What are some reasons that people tease one another?" (playfulness, expression of affection, make self look good, jealousy, to be cruel.) "What kind of teasing is harmless?" (silly mistakes, playfulness) "What kind of teasing is cruel or vicious?" (Things that people have no control over like gross physical features, handicaps, etc.)

2. "Sometimes we are confused as to whether someone is being playful or cruel when they are teasing. How can we tell the difference?" (Note facial expression, tone of voice, subject of teasing.)

3. "Sometimes we don't feel like being teased, even if it is playful, or we feel as though we are picked on more than others. What are some things that can be done to prevent or stop teasing?" (Ignore it. Assertively ask not to be teased.)

4. "Let's practice some ways of handling teasing." It is most effective to utilize "real" incidents if the students can be encouraged to share their experiences of being teased. If not, it is a good idea to begin with more self-assured students, have them first tease each other about relatively harmless things, and then role play cruel teasing. Discuss the differences in the types of teasing and the ways in which the teasing was handled. (Example, harmless teasing "I know your name is Carter. Must be nice to have such a famous last name." Example,

harmful teasing "Gee, Dumb-Dumb, it's okay to try to get most, but did you have to get the most wrong on the spelling test?"

5. Encourage as many students as possible to experience being teased so they may practice handling it effectively.

6. Emphasize the need to be less sensitive and "play along" with "harmless" teasing as well as the need to be assertive if teasing is to be discouraged. "If you get mad, what happens?"

   This is a prime opportunity for guided practice, reference to assertiveness, and problem solving.

REVIEW:

1. "What are some ways to handle teasing?"
2. "What have you learned about different kinds of teasing?"

UNIT VI, LESSON 8

Assertive Baby-Sitting

OBJECTIVES:

- To be able to recognize the three different ways of acting when taking care of smaller children.
- To learn how to be assertive when faced with a child-care problem.

PROCEDURE:

1. "What do parents look for a good baby-sitter?" or "What do your parents want you to do when you are taking care of your younger brothers and sisters?" (Carry out their directions; be interested, friendly, fun someone the kids like, neat.)
2. Teacher or students role paly how a doormat would stop two small children from running through the house. (Use doormat posture, voice intonation, and facial expressions.) Phrases such as, "You'll be sorry!" "You should not be running"; "If you don't stop running, I'm going to tell your mom, or your dad, or your friends"; "I don't know what I'm going to do with you"; "Nothing that I say seems to matter"; "I don't want to catch you running again"; "I give up. I shouldn't have accepted this job anyway."
3. "What doormat ways did you see and hear?" Explore the strength of words 'should', 'if', 'am going', 'give up', etc.
4. Teacher or students role play how a bully would handle the same situation. (Use bully posture, voice, intonation, and facial expression.) Phrases that might be used: screaming "Cut that running out!" "You're acting like a monster"; "You're acting like babies"; "You are really stupid, dumb kids." Pulling hair, squeezing arms, pushing and shoving, expressions such as, "So...", "I'm going to get the belt", "I hate kids who don't do what I say." If they should calm down for a moment, saying "It's nice to see you don't always act out of control."
5. "What bully ways did you see and hear? (Name-calling, "You are...",etc.

6. Teacher or students role play the assertive way of stopping the running. (Use good eye contact, firm voice, and hand on shoulder to stop running and gain attention.) "I want you to stop running in the house. Something will be broken or you will be hurt. When you stop running, we'll have the hot fudge sundaes your mom said you could make." "Out-of-sight!" "You're so good, I'm going to read you a story before bedtime."

7. "What did you see and hear that was assertive?"

8. "Was the assertive person able to stop the running?"

9. Role play assertively the following baby-sitting situations:

   a. The parents of the child you are caring for don't want you to talk on the phone or have friends over because their toddler "gets into everything" and needs to be watched every minute. You receive a phone call from a friend who is eager to tell you something that happened at school. You do want to hear what he/she has to say, but you also remember what the parents have said.

   b. The parents of the children you are caring for told you to be sure that the children are in bed by 8:30. The children do not want to go to bed (naturally).

   c. Your mom has said you could baby-sit if you are home by 10:30. It is a school night. When you arrive to baby-sit, the parents make the comment to you that they will be much later than planned.

   d. Role play problem situations the students mention they have had while caring for children.

REVIEW:

1. "How would an assertive person tell a child he must be in bed at 8:30?"

2. "How would a doormat try to stop children running through the house?" (Remember facial expressions, voice intonations, posture.)

3. "How would a bully try to stop children running in the house?" (Remember facial expressions, voice intonation and posture.)

UNIT VI, LESSON 9

"Someday You Might Be in Charge" - People in Authority

OBJECTIVES:

- To learn about the role of someone in authority
- To learn about getting along effectively with people in authority

MATERIALS:

Ten-word spelling list

VOCABULARY:

Authority, respect

PROCEDURE:

1. "What is the role of someone in a position of authority?" (See that things run smoothly, make decisions, etc.) "What people are in authority?" (teacher, principal, policeman, parents, etc.)

   "It is very important, especially for young people, to understand how to get along effectively with people in authority. What are some things that people do to get along well with people in charge (act politely, cooperatively, assertively). Suppose you need to speak to the principal to invite him to watch a special program in your class this afternoon. How might you go about it?"

   Ask for volunteers to role play the parts of school secretary, student, and principal. Discuss different approaches, including how a bully or doormat would do this. Have many students practice being assertive."

2. "Now let's give some of you a chance to be the teacher." Select a student to take the role of teacher and give him/her the task of giving a ten-word spelling test. Instruct various members of the class to act like bullies and doormats. Allow action to proceed for two-three minutes, call "stop" and discuss the feelings and actions of the "teacher." Repeat and have all students act assertively. Again discuss the feelings and actions of the "teacher." Allow additional students the opportunity to play "teacher."

REVIEW:

1. "What is the role of someone in authority?"
2. "What can you do to get along well with someone in authority?"

Core Lesson

UNIT VI, LESSON 10

What Are My Responsibilities?

OBJECTIVES:

- To be able to recognize personal responsibilities.
- To create in the students a feeling of their having control over what happens in their lives.

MATERIALS:

Project Responsibility worksheets

VOCABULARY:

Responsibility, consequences.

PROCEDURE:

1. "What responsibilities do you have?"
2. "What responsibilities did you have as a small child?" (dressing self, shoelace tieing)
3. "What responsibilities do you have now that younger children don't have?" (hall monitor, crosswalk attendant)
4. "What responsibility do you think you will have as you become an adult?" (parent, driving, working to provide for home)
5. "Is following rules a responsibility?" "What rules do you follow?" (traffic, checker game rules, not throwing litter, etc.)
6. "If we don't meet our responsibilities we have to deal with the consequences. What would be the consequences of not following the rules mentioned? How would the classroom look if we didn't put away equipment?"
7. "Look at the pictures on the worksheets. What is the responsibility shown? What are the consequences?"
8. Role play how the bully, doormat, and assertive person would carry out these responsibilities.
    a. Teacher has asked everyone in the class to bring from home a set of colored pens for a special art project.
    b. Your mother has asked you to make lunch for school.
    c. Your dad has asked you to take out the trash.

REVIEW:

1. "What is a responsibility?"
2. "What is a consequence?"
3. "What is one responsibility that you have that you do well?"

FOLLOW-UP ACTIVITIES:

Teacher points out the favorable consequences of students who have carried out responsibilities (such as child who doesn't dump his classwork into his desk, but takes time to put it away neatly).

Teacher identifies responsibilities and consequences as they occur in the classroom.

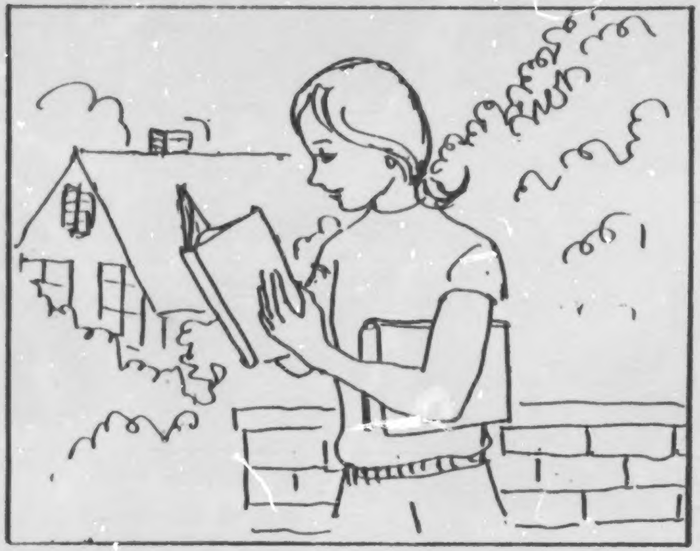
Have students keep a record of the responsibilities they carry out.

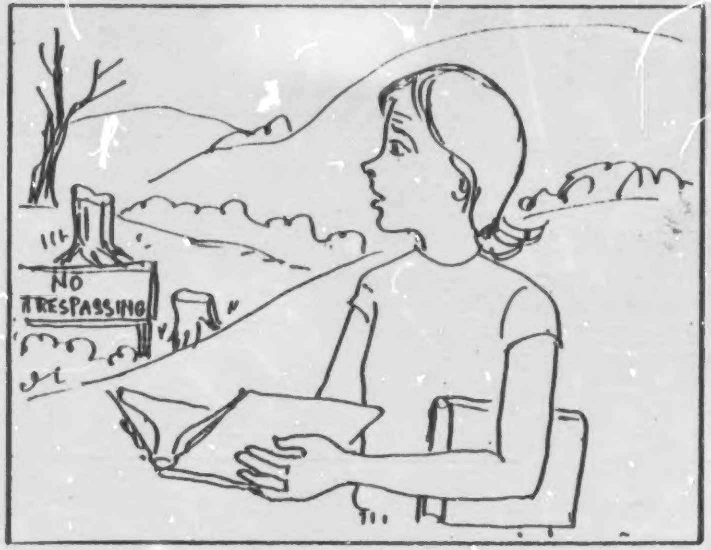
The following fourteen pages have been designed to show contrasting actions and their probable consequences.

The picture in the top left corner shows someone acting in a way that will probably cause problems for himself or for someone else. The picture in the top right corner shows the probable consequence of that action.

The picture in the bottom left corner shows the same person acting in a responsible way. The picture in the bottom right corner shows the probable outcome of that action.

These may be used for a group discussion about contrasting consequences. They may also be used to practice anticipating consequences by covering the bottom half of the page, asking the students for predictions, and then revealing the lower pictures.

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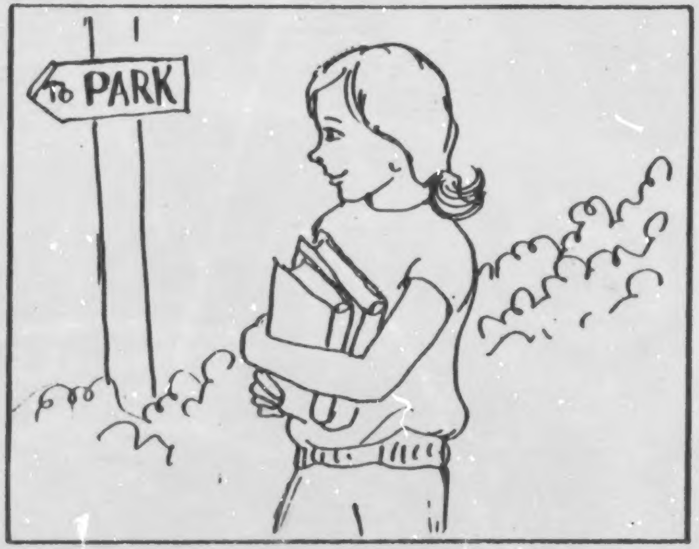
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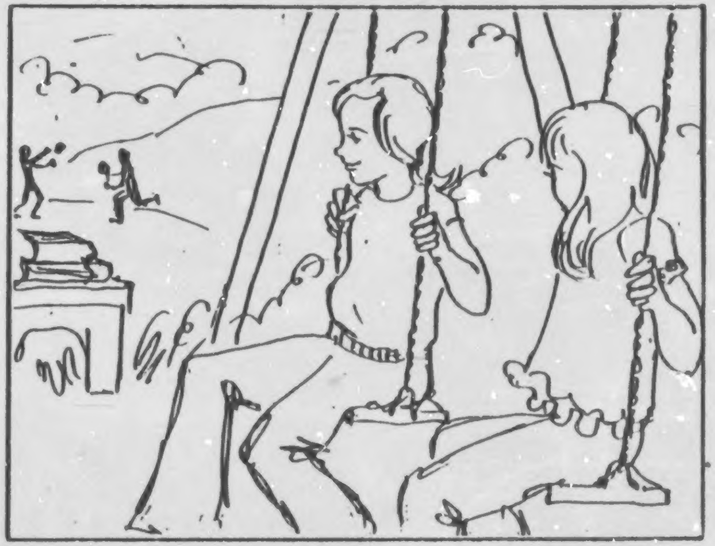

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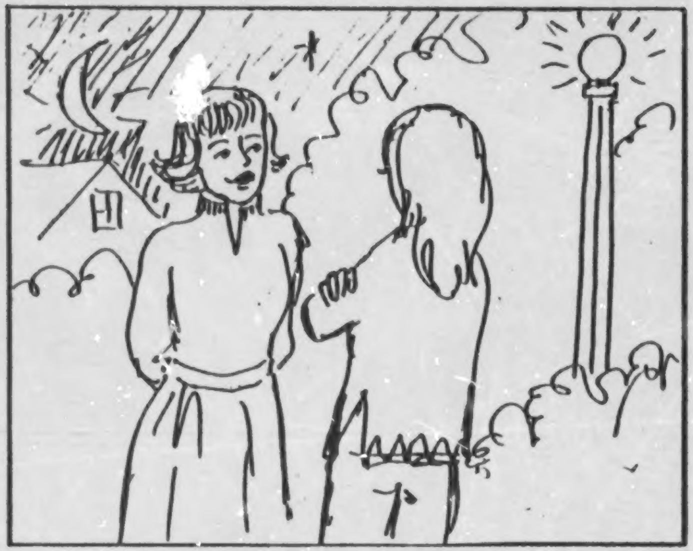

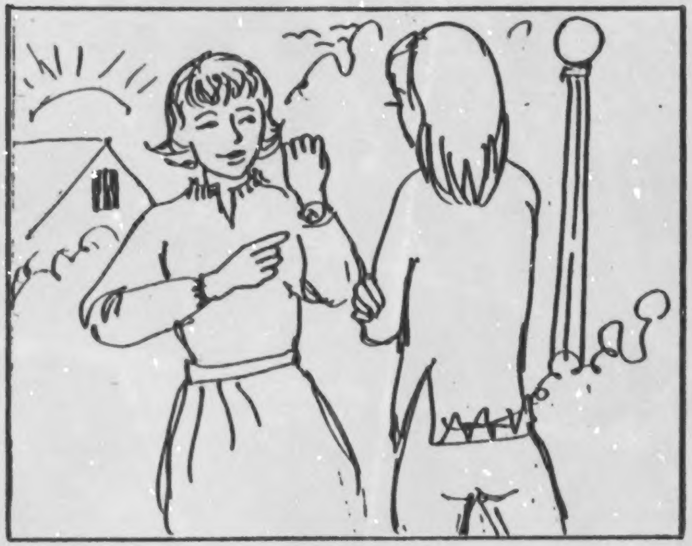

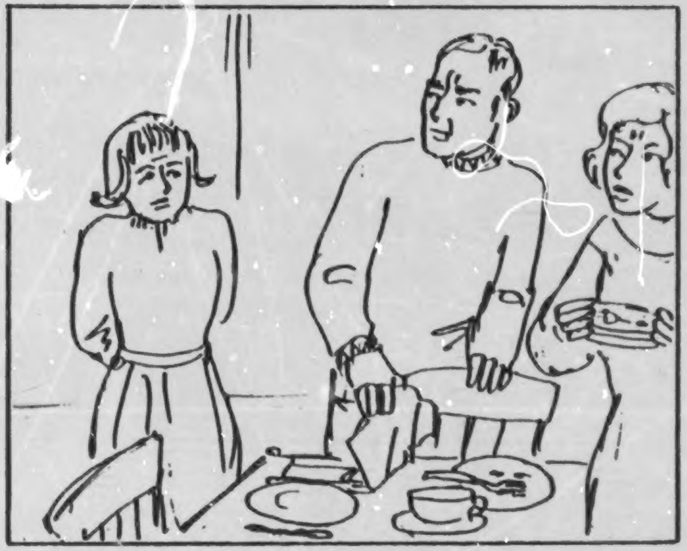

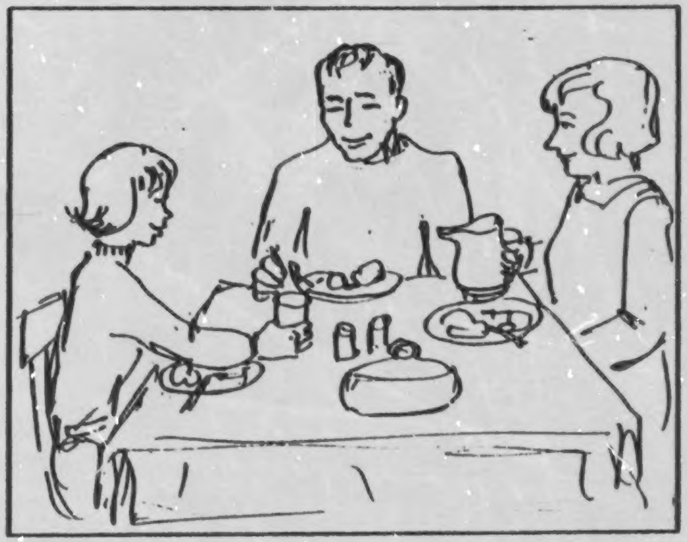

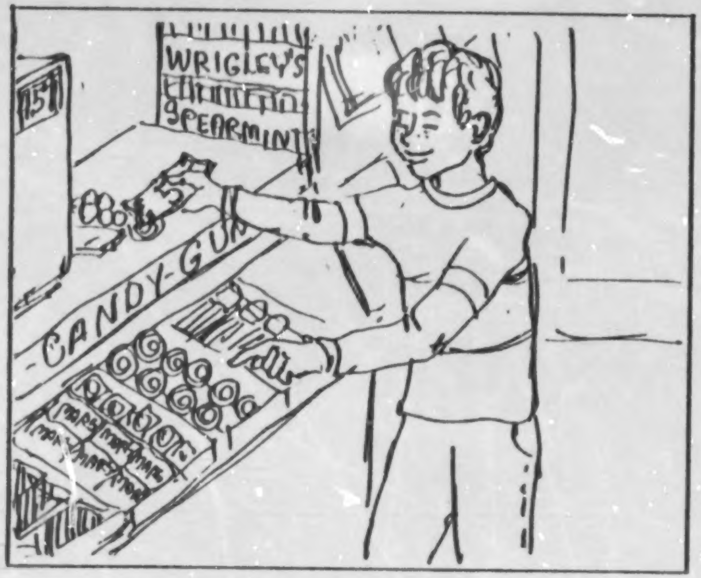
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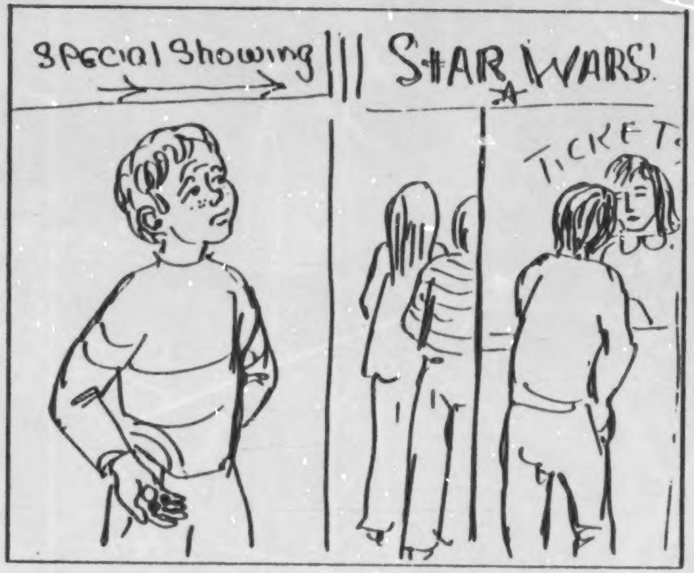
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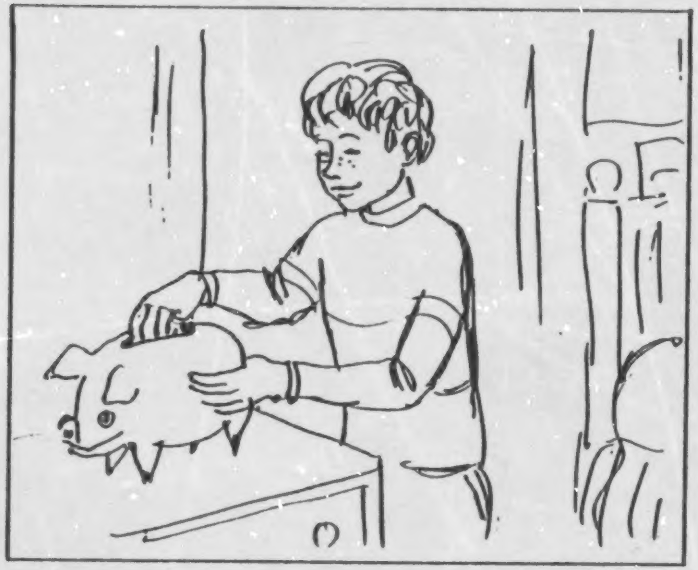

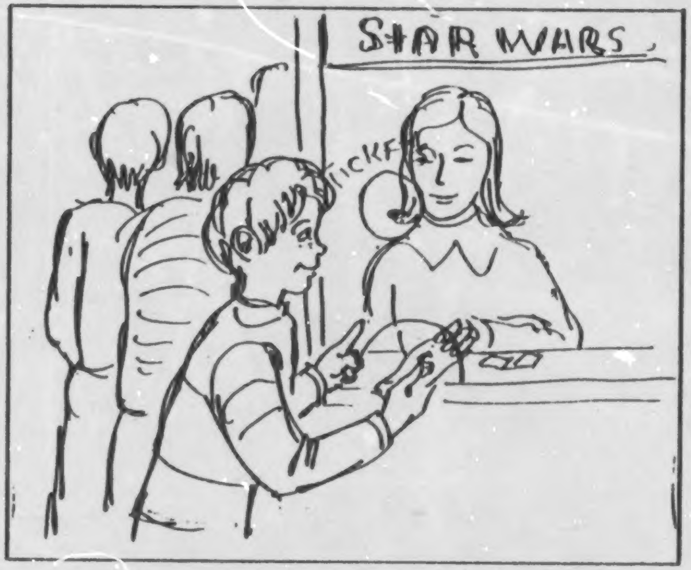
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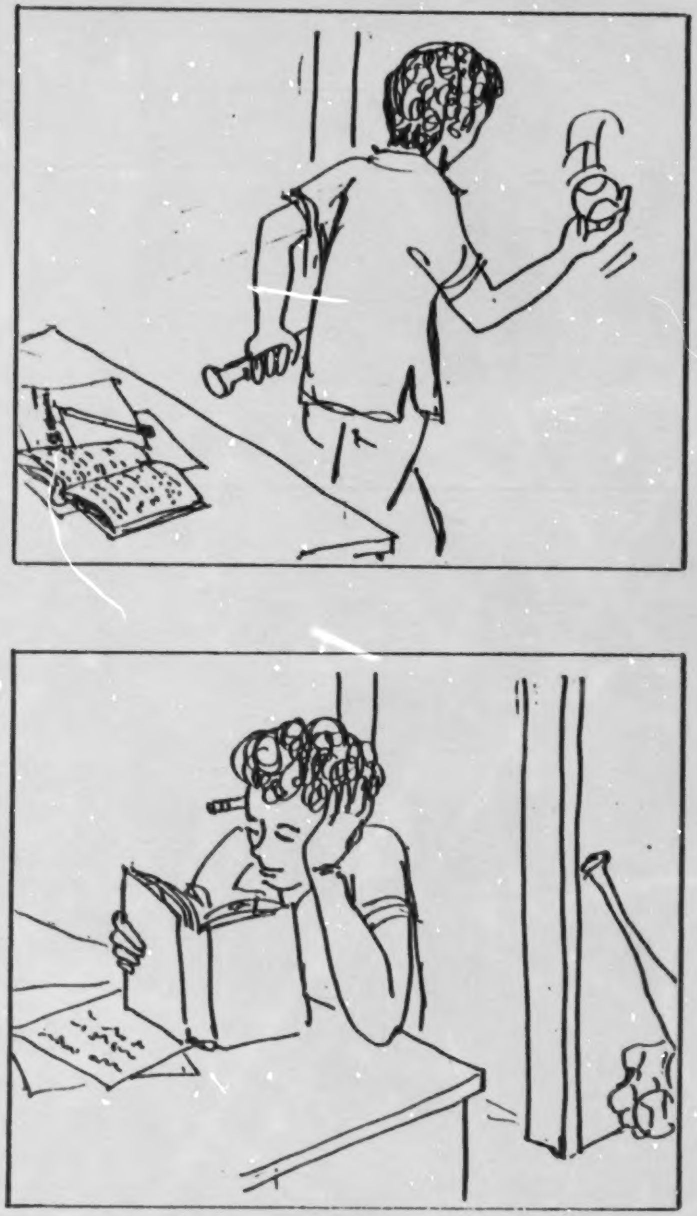

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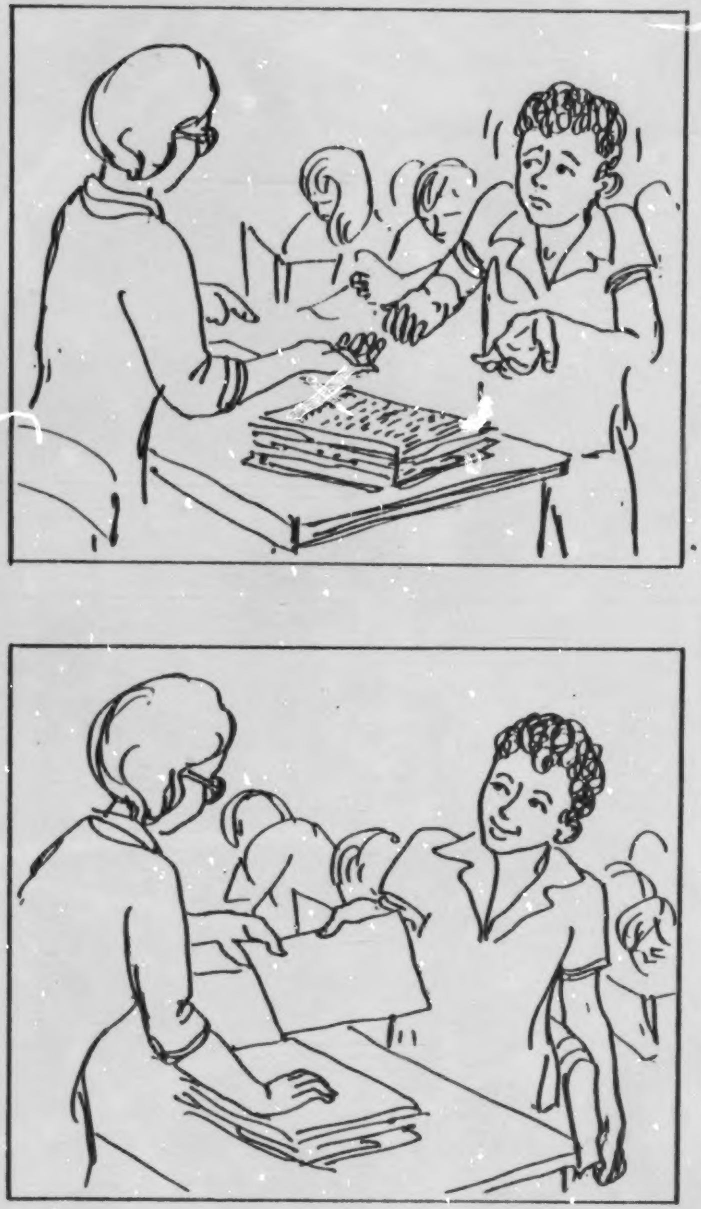

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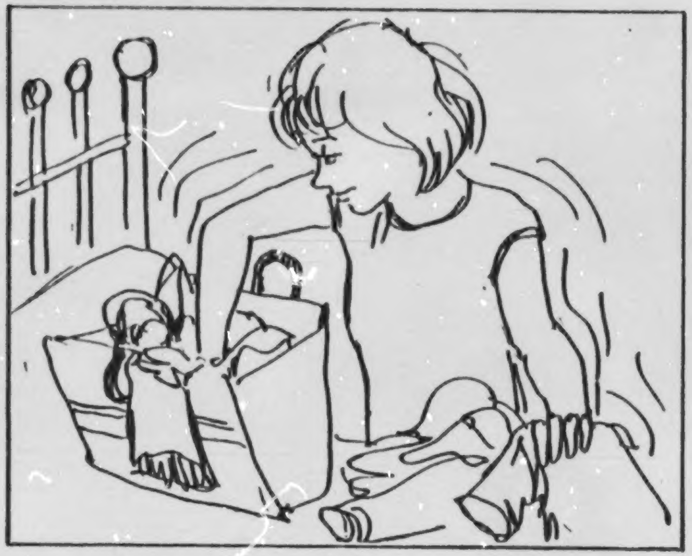

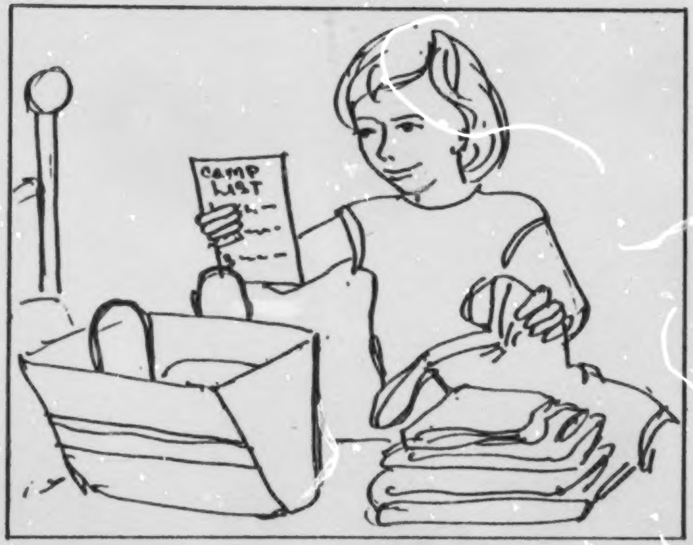
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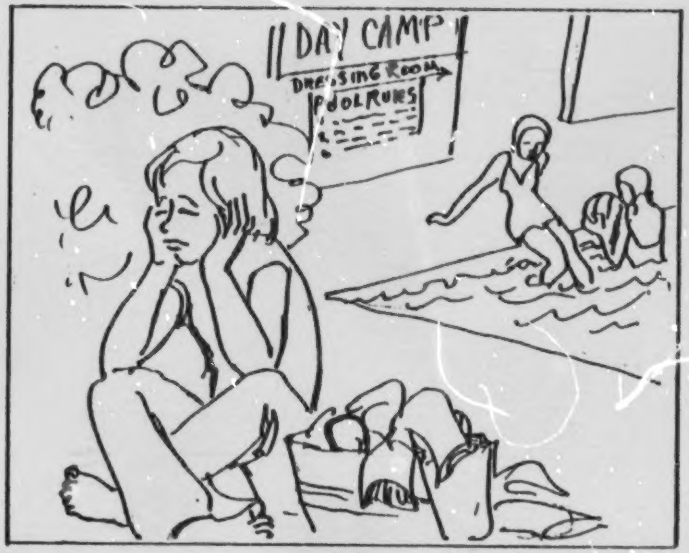
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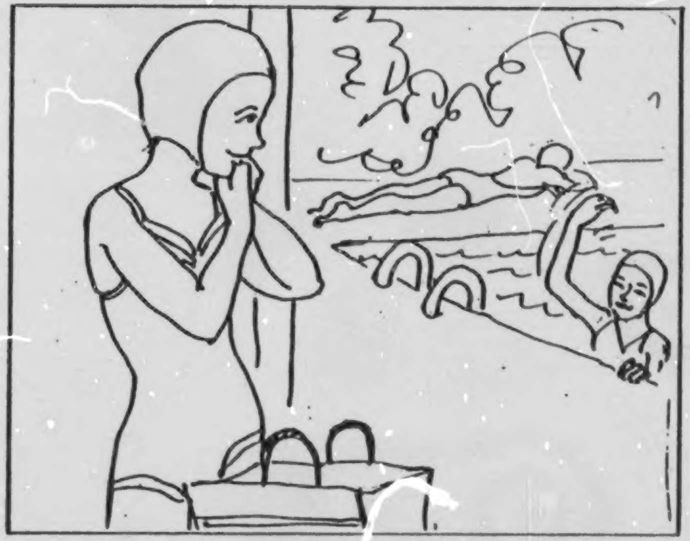

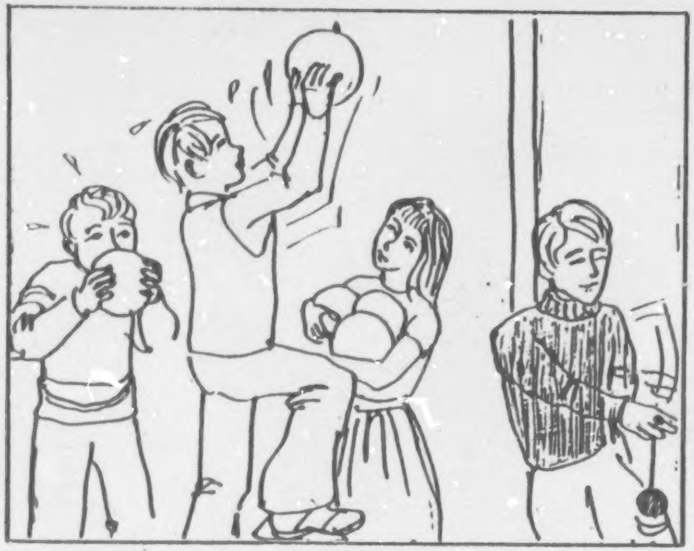

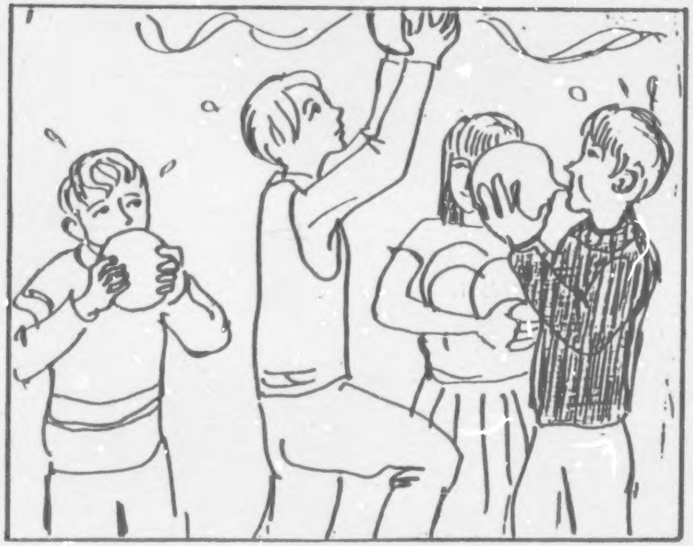

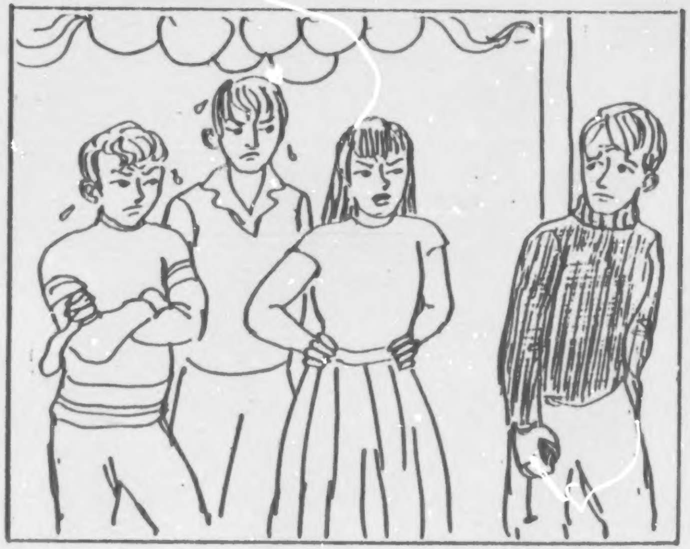

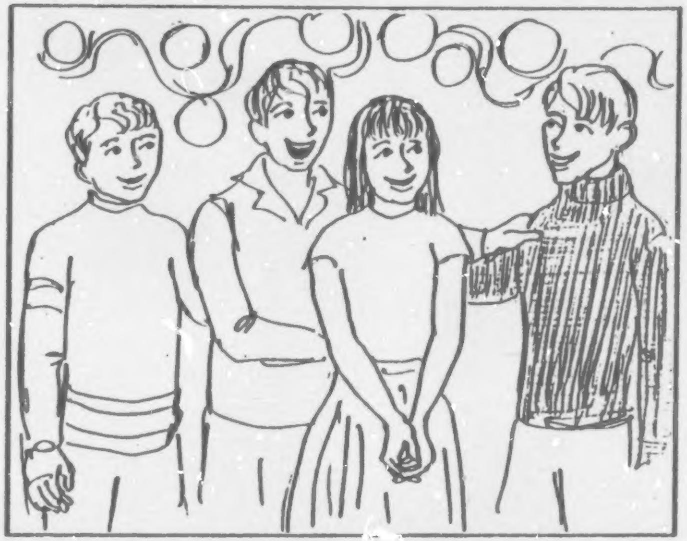

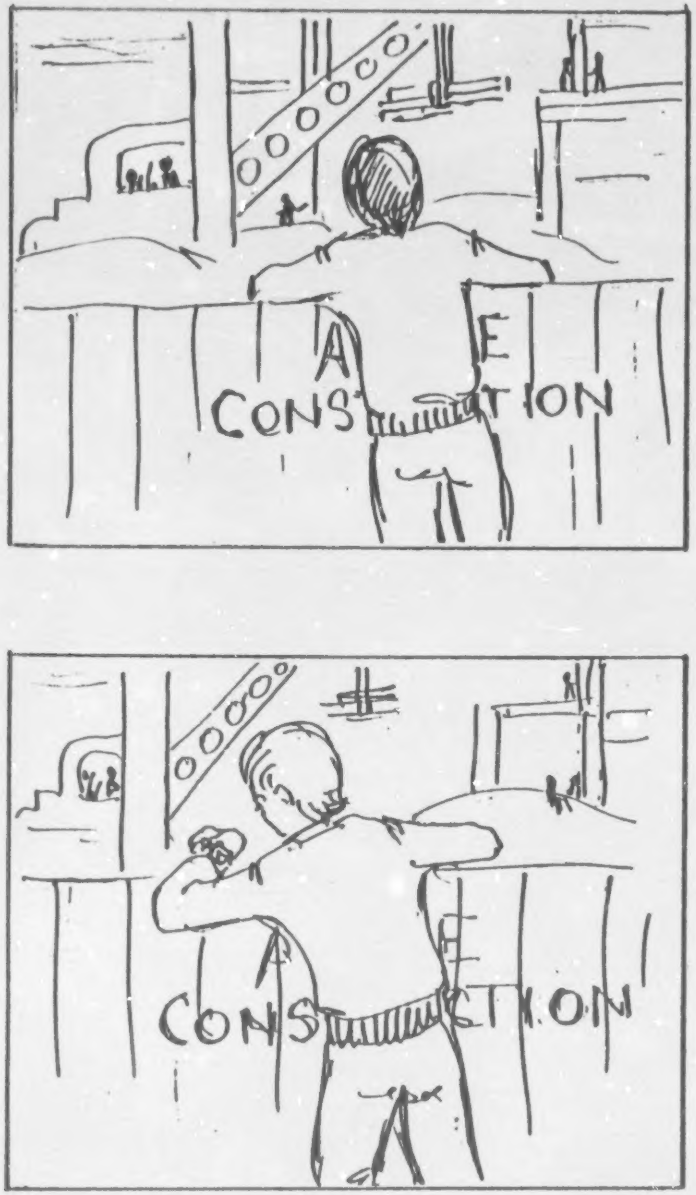
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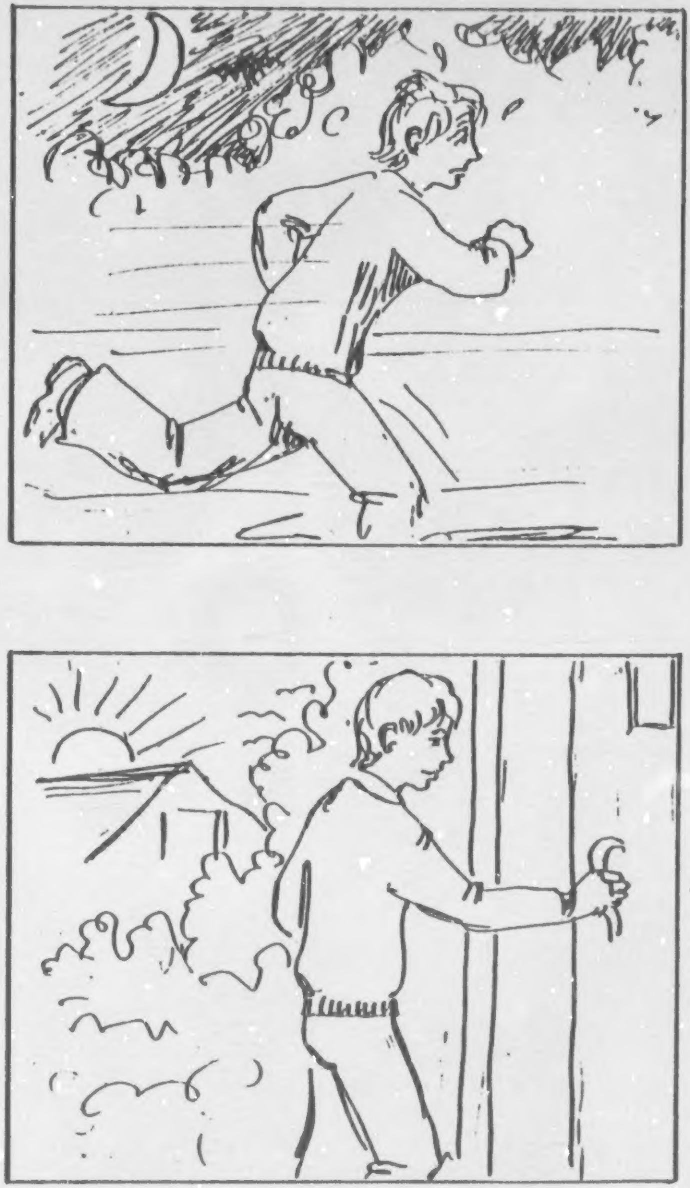

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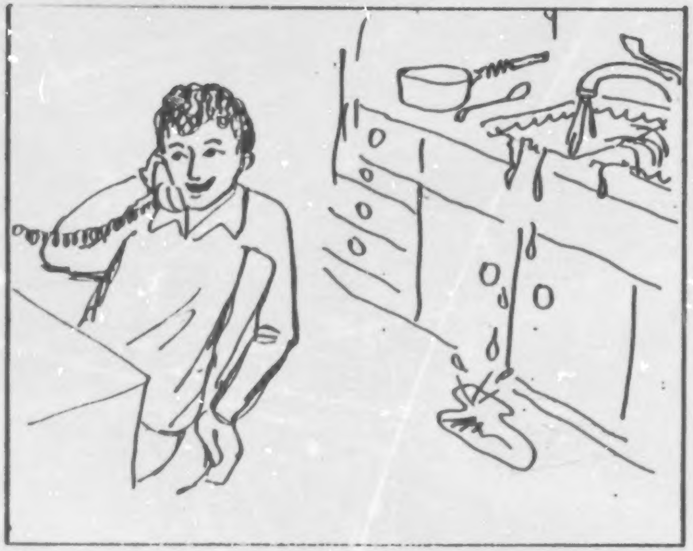

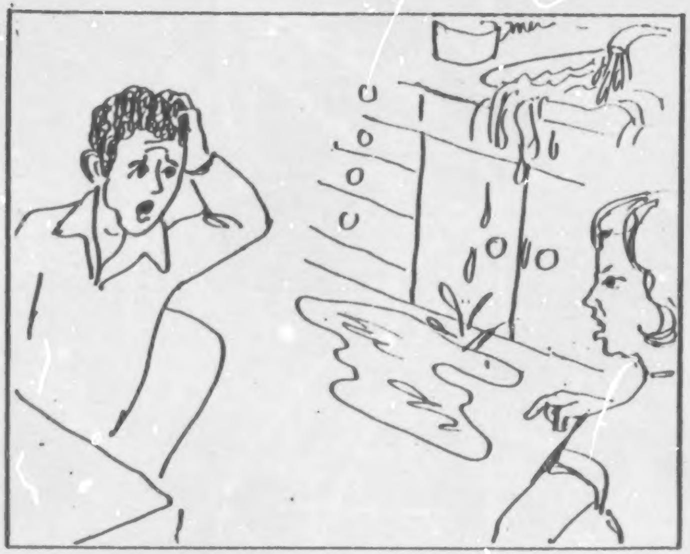

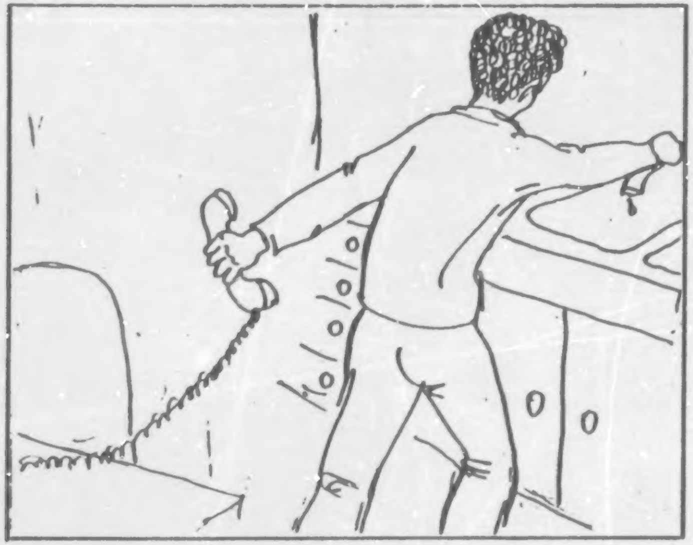

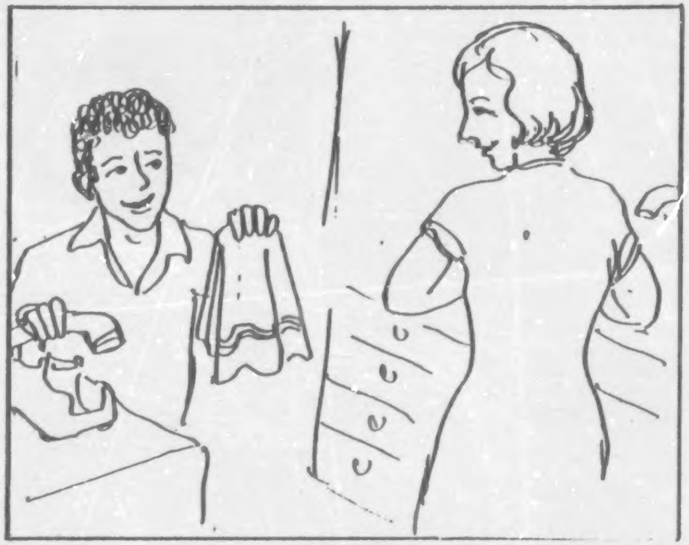

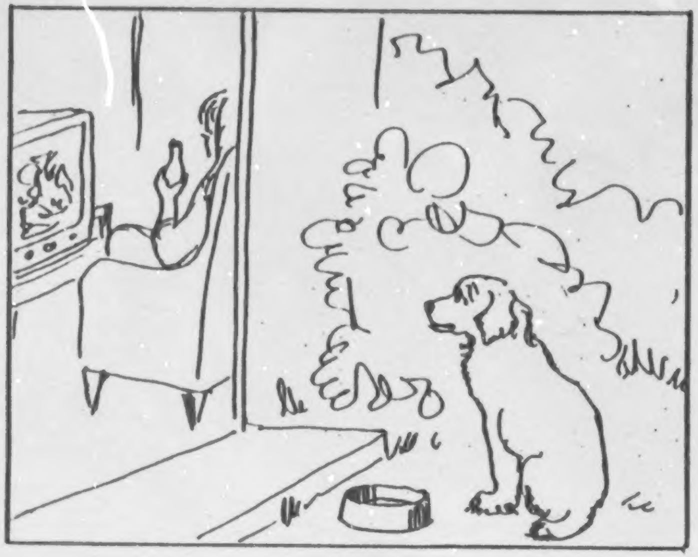

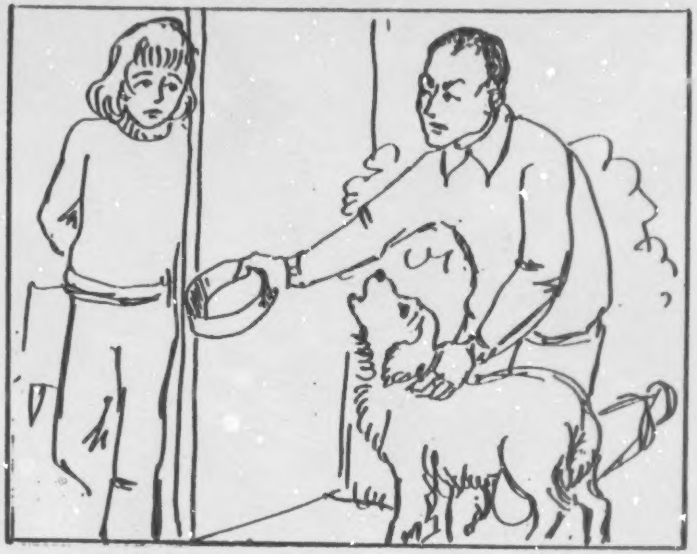

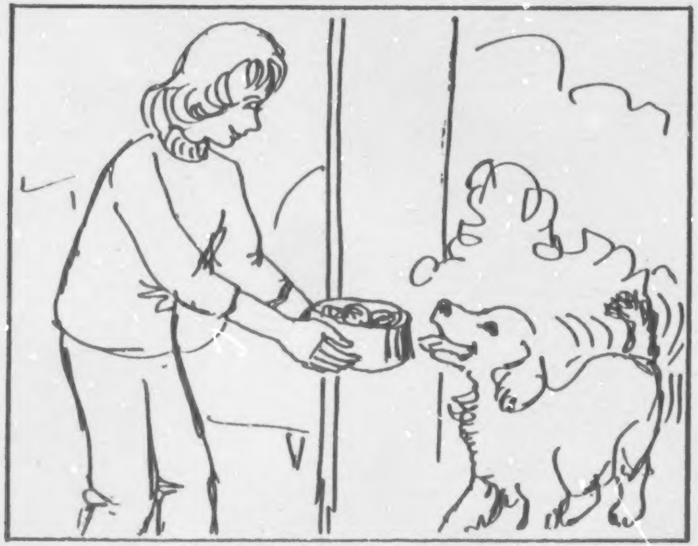

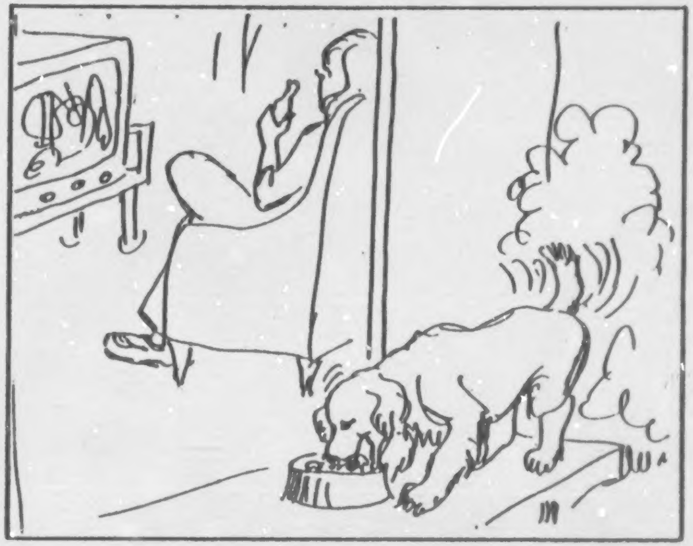

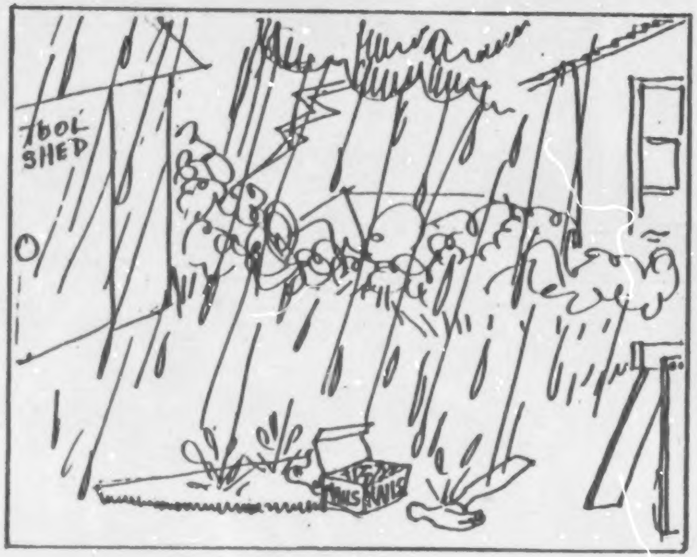
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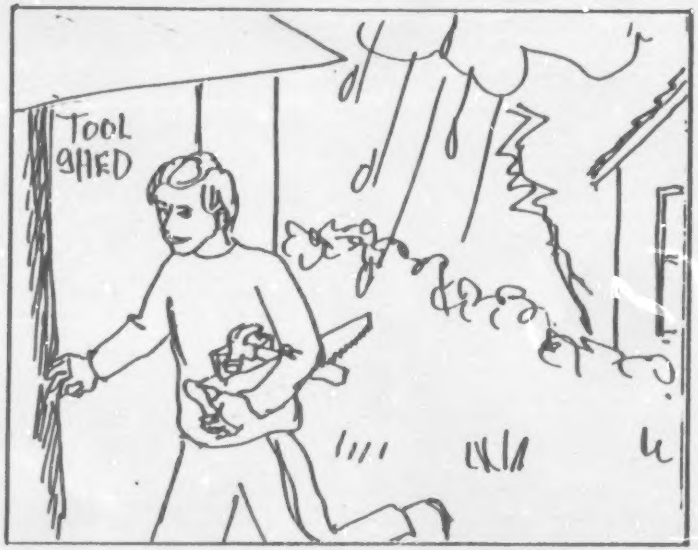
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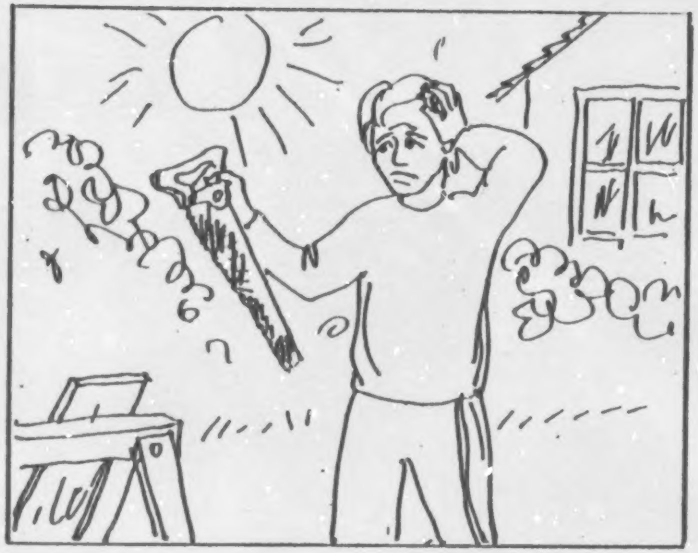

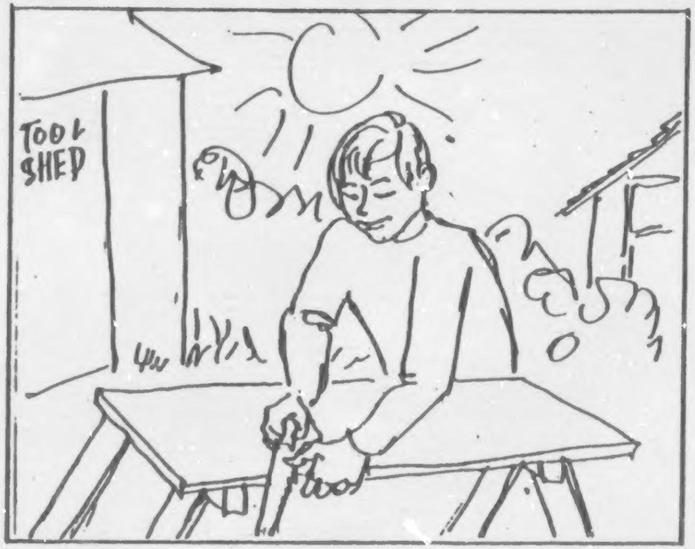
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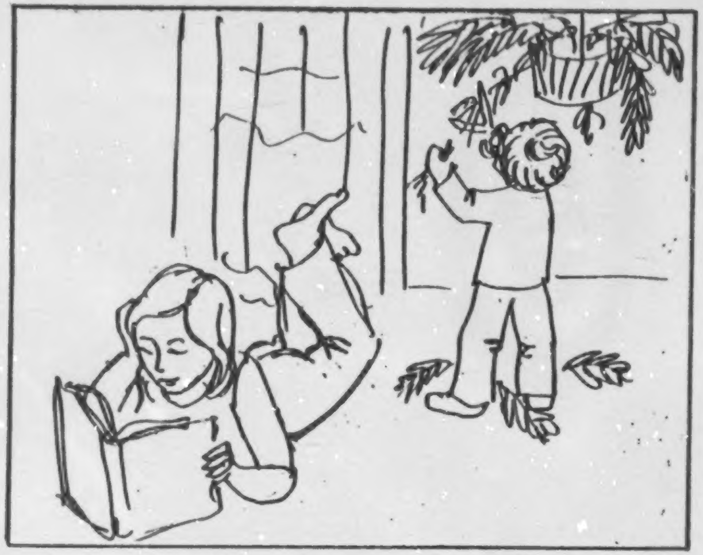

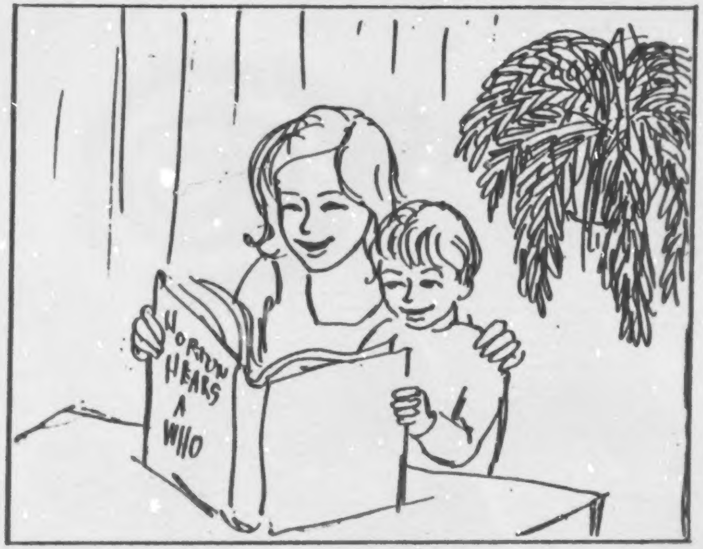
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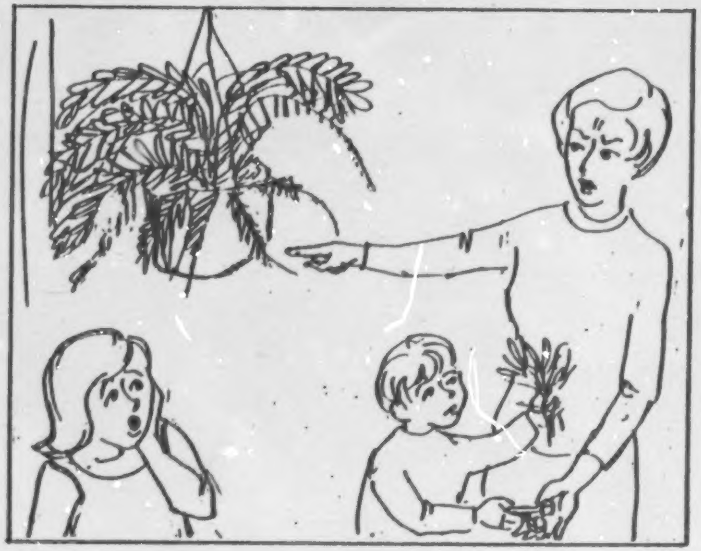

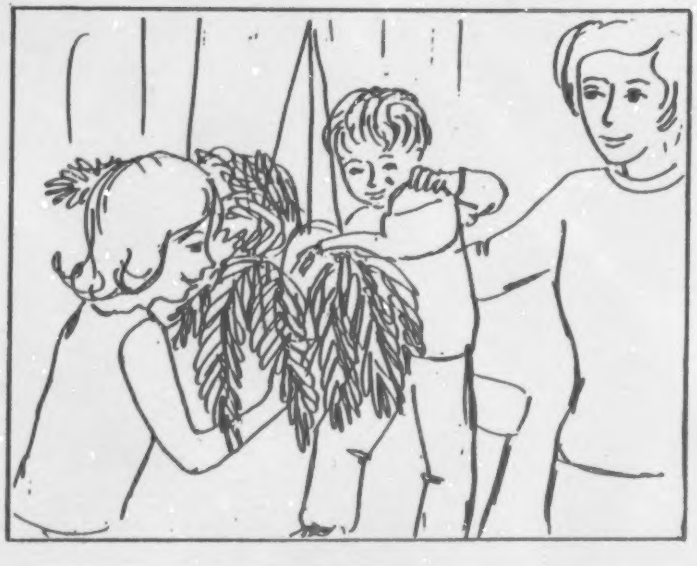

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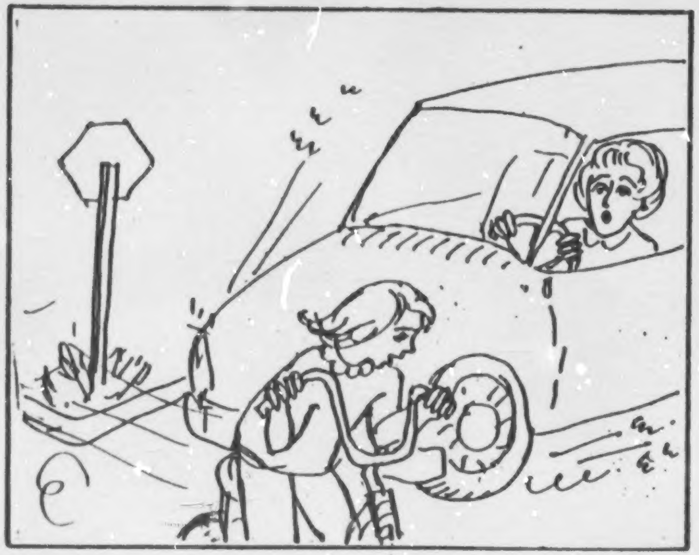

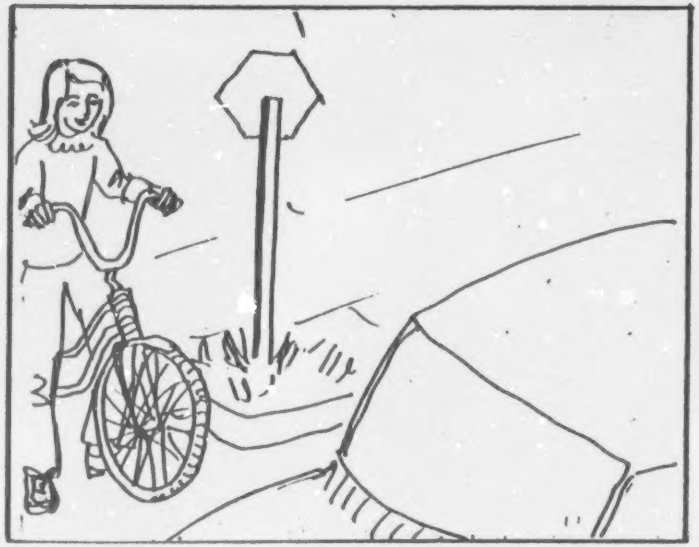

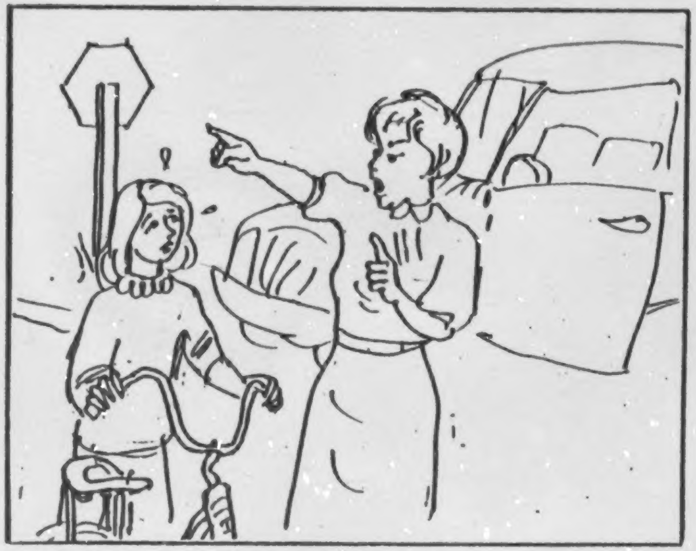

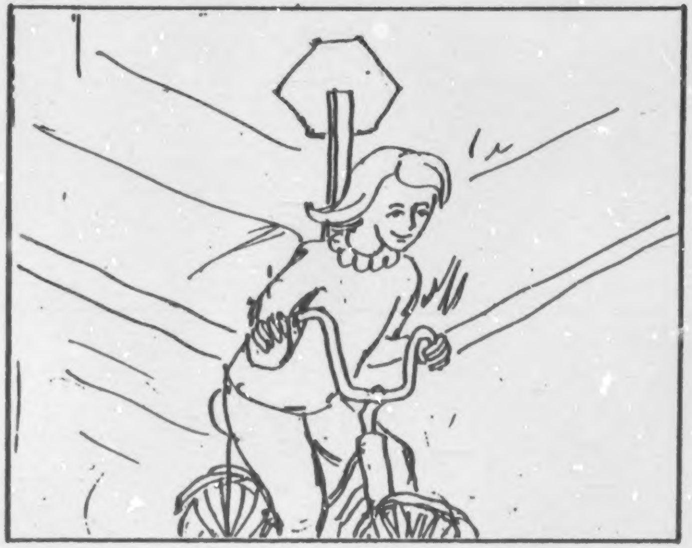

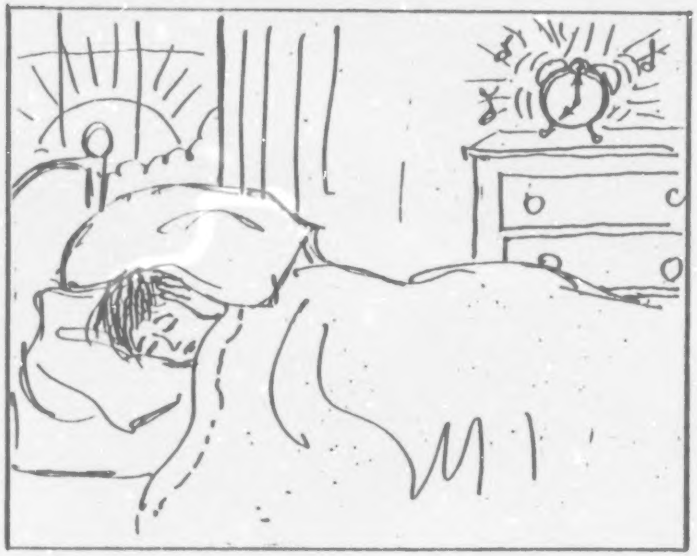

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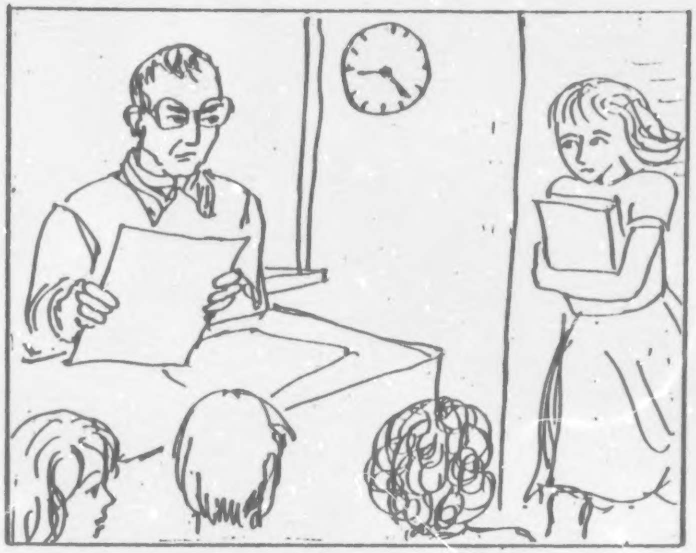

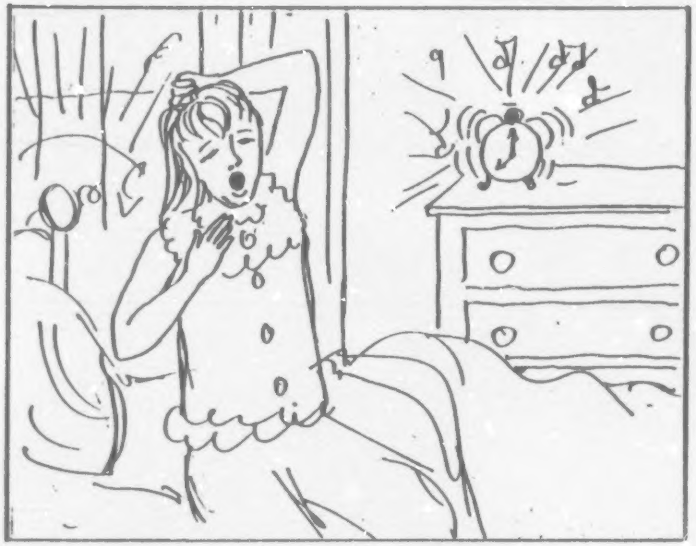

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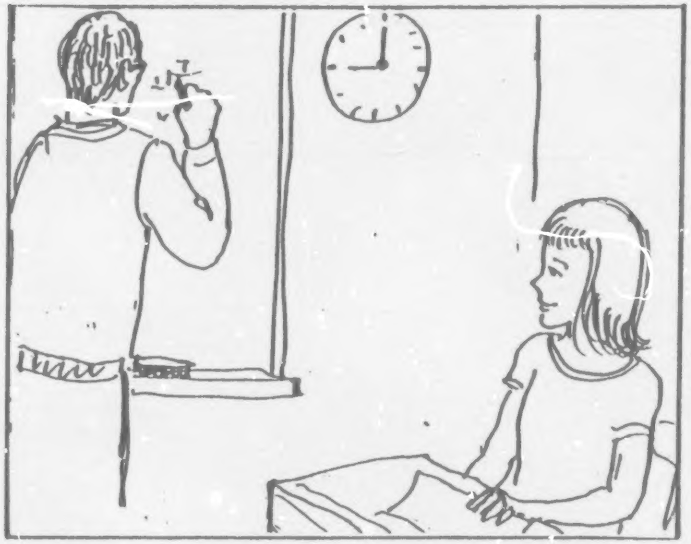

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UNIT VI, LESSON 11

Exceptions to the Rules

OBJECTIVES:

- To understand there are times when it may be appropriate to make an exception to commonly accepted rules of social behavior.
- To discuss reasons for and implications of making exceptions.

MATERIALS:

Curriculum - EBI, pages 275-280 in this book

PROCEDURE:

1. "There are many rules we all follow. What are some rules you can think of that are very important? Why?" (traffic laws, safety rules, rules at home, school, and in class)

2. "Sometimes there are situations where the rule we would usually follow doesn't seem to be the right one (or appropriate). We all know it's not polite to interrupt but can you think of a situation where you should do so? Has there ever been a time when you didn't follow a rule and others agreed you did the right thing?"

   There is a saying, "The exception proves the rule." What do you think that means?

3. When "bending rules" be sure you have really thought out the situation and know why you have decided to do so.

   The reason why may turn out to be another "rule" that takes precedence in that situation.

4. Discuss EBI curriculum pages

   a. Students choose the best solution.

   b. Students tell why.

   c. Students may think of another accepted rule of social behavior that is more important in the situation.

UNIT VI, LESSON 12

Summary on Implications

OBJECTIVE:

- To review the concept of behavioral implications.

MATERIALS:

Project materials for CBI and EBI, photo boards.

VOCABULARY:

Prediction, consequence, implication.

PROCEDURE:

1. "What is an implication? What are some examples of how it is helpful to anticipate social actions?"
2. Refer to photo boards and CBI and EBI materials.

This ends the lessons for Unit VI

Administer EBI test and CBI (learning disablity students) test

LESSON PLANS SECONDARY LEVEL

INTERACT

A Program that Teaches
Social and Behavioral Skills to
Junior and Senior High School Students

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ACKNOWLEDGEMENT

The secondary school curriculum has required the time and commitment of many devoted people.

Deep appreciation is due:

-Clint Taylor, Principal; Scott Ousdahl, Vice Principal; Gerri Gordon and Bill Seibert, counselors, Sandburg Junior High School, for their help in providing facilities, in arranging for norm group participants, and for their on-going support of the program.

-the teachers of Sandburg Junior High School for providing data on control students and for taking the time to discuss individual goals of the project students.

-the special education teachers- Dick Thornton, Toni Acevedo and Carol Lew and their aides- Leah Horner, Helen Kennedy and Jo Brower, for their willingness to try out a new program and for stimulating marked academic growth in their students.

And to the members of the project staff:

-Karen Walter, clerk typist, for preparing beautiful final copies of project materials and for keeping impeccable records.

-Martie Butz, instructional aide, for the creative and enticing curricular materials which she developed for the project students.

-Jan Walker, school psychologist, for her conscientious commitment during the two years of program development, and to completing in an outstanding manner, the activities for both the academic and behavioral sections of the program.

-Eileen Richards, project teacher, for writing the project manual and developing challenging lesson plans, for conducting, with Jan, "Interact", a class in which students learned to express their feelings in positive ways and to solve some of the social problems unique to young adolescents.

Jane Favero
Specialist, Federal Projects
Glendora Unified School District

MANUAL

"Interact"

PURPOSE

"Interact" teaches students at the junior and senior high school levels to apply thinking skills to their own behavior in order to meet personal needs, to be productive at school, and to establish satisfying interpersonal relationships. It teaches a successful way of acting. The program assesses behavioral competencies and teaches about behavior in a logical, sequential format. Appropriate behavior based on an assertive approach is emphasized as students study relationships and interactions involving today's adolescent. The program is effective with learning disability students as well as those in the regular classroom.

DESCRIPTION

"Interact" lessons help students between the ages of 12-18 learn to express their feelings in positive ways and make wise and sound decisions in their social situations at home and at school. It is designed as a one semester elective class; however, it may be modified to meet the needs of a particular teaching or counseling assignment.

LESSON PLANS

The lesson plans are directed toward improving the students' classroom behavior, interpersonal skills, problem solving techniques, and goal setting skills.

The first unit of instruction deals with the facial expression, voice intonation, body posture and actions of the six basic feelings found by Ekman and Friesen to be common to all cultures. Students discuss the antecedents of such feelings and learn when to modify their own behavior because of the feelings being exhibited by someone else. The students become skilled in perceiving themselves and others more clearly. Assertiveness training, The Three Ways of Acting lesson, is also introduced in this unit.

The second unit deals with relationships. The students' knowledge of basic feelings is used to help them understand and recognize some of the various relationships (competitive, friendly, cooperative, etc.) that exist in society. The students experience leading, following, cooperating, and competing by practicing these relationship roles. Making requests, giving and accepting compliments, criticism and apologies, and developing listening skills, are practiced in this unit.

The third unit, problem solving, requires the students to apply all they have previously learned by using a problem solving model which requires (a) cognition—recognition through analyzing the problem, (b) divergent production—generating possible solutions, (c) evaluating—selecting the most promising solution, (d) convergent production—applying it, and (e) re-evaluating it by looking at alternative possibilities. A five-step problem solving model guides the students through the diverse situations they are confronted with at school as well as at home.

The fourth unit deals with complex behavioral situations. The students study the sequence of actions that leads to a given result or event such as the steps to entering a game, inviting someone to a dance, or planning for a trip. Students also learn to determine the appropriate behaviors for particular social situations. For example, the way you would speak to a friend during P.E. might be very different from the way you would speak to the vice principal.

The fifth unit is on goal setting. Students learn appropriate strategies for setting and meeting goals at home and at school. Emphasis is on the setting of realistic and appropriate goals, as well as determining the effective sequence of steps needed for goal attainment.

In the sixth and final unit, students study implications and learn to predict results or consequences of various behaviors before acting. Special attention is given to the consequences of going along with the crowd, asking for help, making excuses, getting even, and taking time to make decisions.

"Interact" is designed to be used along with the designated elementary core lessons and evaluation instruments. The additional lessons and strategies utilize the more advanced level of understanding of the adolescent and focus on this specific age group's needs and problems.

The lessons follow a standard form by presenting objectives, materials needed, procedures, evaluation and follow-up activities.

Teachers using the program will not need to construct materials such as work sheets, tests or activity lessons. Because "Interact" complements the Innerchange program and the lessons presented in Sidney Simon's Values Clarification, you may wish to purchase these two books.

The amount of time spent on each lesson will depend upon the complexity of the lesson as well as the needs of the students. As teachers become familiar with the format and content of the materials, they will, perhaps, choose to introduce topics that are of current concern to their students.

PREPARATION

Those involved in the implementation of the "Interact" program should become familiar with the Manual portion of the "Learning About Social Behavior" Implementation Guide discussion Theoretical Background, Assertiveness Training, Logistics, Implementation Procedures and Strategies (pgs. 4-16)

STRATEGIES

Chips

The use of white, red, and blue chips to reinforce the concepts regarding both desired and undesired behavior may be left to the discretion of the instructor. This immediate feedback is effective in bringing about desired behaviors in assertiveness training sessions involving students as well as adults. Students are given white chips for assertive behavior, red for bully or overly aggressive behavior, and blue chips for doormat or passive behavior to help them become aware of the different ways they act. This concept is introduced in the "Three Ways of Acting" lesson which is used during the first week of instruction.

Circle Sessions

It is very important to the secondary school student that the instructor be one who will set a climate for discussion. Trust develops when the students know that their ideas will not be judged or criticized and when the feeling of caring is conveyed through concerned and interested listening. Circle sessions provide a comfortable experience of trust among class members to provide an avenue for honest expression of feelings among them.

PROCEDURES:

The following procedures are recommended for carrying out the "Interact" program:

1. Review lesson plans to be used. Lesson titles underlined are ones presented in the elementary series of lessons. The corresponding page numbers indicate the location of the lesson under the Elementary Lesson Plan tab following Manual tab. Some secondary lessons use worksheets and test materials from the Individualized Supplement. If you have not purchased the Supplement, go on to the next lesson. Special attention should be given to assertiveness training lessons. They are an essential and vibrant part of the program and set the theme for assertive behavior.
2. Review classroom strategies on group discussion and role playing, and decide if you will use chips for behavioral reinforcement during every lesson or possibly once or twice a week.
3. Plan for pretesting at the beginning of the semester.
4. Begin instruction and modify program to meet your personal situations.
5. Incorporate related situations into the lessons.
6. Posttest at the end of the specific units.

SECONDARY LESSONS

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	7	"Sadness"	31
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	20	Collages for Six Basic Emotions	42-SS
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	21	Papier Mache Masks	44-SS
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		Test Questions	46-SS
	22	CBU Worksheets	48-SS
	23	"Three Ways of Acting"	56
	24	"Three Ways of Acting, continued"	60
	25	There's a Lot to Being Assertive	51-SS
	26	Passive, Aggressive, and Assertive, Cont.	52-SS
	27	Body Language Messages	54-SS
	28	What is Self-Esteem?	58-SS
II	1	Introduction to Relationships	75
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	5	"How Can I Tell How I'm Acting?"	66-SS
	6	Giving and Accepting an Apology	78

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	8	Being a Good Listener	82
	9	Making a Request	84
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	15	Getting to Know People and Making Friends	87
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	18	"Oh! What Do I Say?"	79-SS
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	9	"Don't Get Mad, Get Even" Syndrome--Passive-Aggressive	127-SS
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Lessons underlined will be found in the Elementary Level Lesson Plans section

UNIT I, LESSON 1

Introduction to the Class

OBJECTIVES:

- To give students an overview of class
- To acquaint students with specific topics to be covered

MATERIALS:

One dynamic teacher!

PROCEDURE:

1. "What does 'Interact" mean?" (Inter/act; between + actions--relationships between people)
    a. To help each of you to be better at relating to other people.
    b. To be better at recognizing other people's feelings so that you can make your behavior fit the situation (e.g., approach dad when he's in a bad mood).
    c. To help you be more sensitive to others
    d. To help you know how to express your feelings in an "O.K." way (e.g., anger--do you "slug" or "say"?).
2. "In addition to this we're going to learn about:
    a. Setting goals at home and at school.
    b. Three ways of acting: doormat, assertive. bully.
    c. Problem Solving--this is going to give you certain skills for you to use--you're not going to be required to tell anything about yourself that you're not comfortable with, EVER!
    d. Some other topics: trust, friendship, values, others that come from you.
3. Some requirements:
    a. Participate in class discussions
    b. Homework and class assignments
    c. Role playing
    d. Partner activities
4. Graded on all of the above plus attitude and willingness to give

UNIT I, LESSON 2

Expanded Name Tags

OBJECTIVES:

- To learn about each other
- To get acquainted
- Enjoy!

MATERIALS:

5" x 7" cards with student first name printed in center

PROCEDURE:

1. Introduce objective of lesson.
2. Have students follow these directions:
   a. Label each corner of card:

      people **places**
      name
      things **dates**

   b. In each cornes write answers to: (Write on board, and have students write only the answer, not the question.)

      People
      1. Most significant teacher
      2. Person who has influenced your life the most

      Things
      1. Favorite thing to do
      2. What would you want to do, guaranteed success, if you only had one year to live?

      Places
      1. Where did you have the most fun this last semester (summer)?
      2. Where do you go when you want to be alone?
      3. If you could live any place in the world...

      Dates
      1. When was it (#1 of places)
      2. Future date you're looking forward to
      3. When was it that you had your last cry?

   c. Optional: On the other side of the card, have students fill out:

      laugh cry
      something that
      makes me
      scared angry

3. Choose partners:

   a. Number students "1's" and "2's".

   b. "2's" start, and each person has 60 seconds to share one or more item on card. Switch "1's" and share for another 60 seconds.

   c. "1's" stand--go to any other "2", this time 1½ minutes for each to share.

   d. Continue switching as long as time permits and students enjoy.

EVALUATION:

Students get acquainted and begin to feel comfortable with each other and teacher.

UNIT I, LESSON 3

Interviews and Introductions

OBJECTIVES:

- To learn each other's names
- To become more aware of their peer's personal characteristics
- To help students become more articulate about their ideas of self

MATERIALS:

Pencils, interview questions

PROCEDURE:

1. Ask students to pair up.
2. Explain that they will interview each other, writing down the information about the person they are interviewing, and then will introduce their partner to the group by telling what they learned in the interview.
3. Discuss the idea of interviewing:
   a. "Where have you seen interviews?" (T.V., etc.)
   b. Types of interviews? Purposes? (Articles for magazines, newspapers, etc.)
   c. Why interview? (To get to know a person so you can relate to someone else, etc.)
4. Allow five minutes for each interview. (Dyads will last ten minutes.)
5. Reconvene in one group, letting each student report his interview to the group.
6. Ask for feedback from each student.
   a. Was the report accurate?
   b. Did she/he forget anything which the person wanted to have included?
7. Students will find out that they are all unique individuals. They will discover that they do have things in common with their peers such as hobbies, age, etc.

REVIEW:

1. "How did it feel to interview a friend?"

2. "Did anyone have anything in common as far as interests, hobbies, birthplace, etc.?"

FOLLOW-UP ACTIVITIES:

1. Name game: "Who can name all class members by first and last names?"
2. Recall one fact shared about each class member.
3. Make a "people poster" using all names of people in the class, family members, and friends.

Name ______________________

INTERVIEW QUESTIONS

1. What is your name? ______________________

2. Do you like sports? _____ If yes, which ones? ______________________

Why? ______________________

3. What are some of your favorite things to do? ______________________

____

4. What are some things you don't like to do? ______________________

____

5. If you had $10, how would you spend it? ______________________

6. What is your favorite color? ______________________

7. Tell me one thing that makes you angry. ______________________

8. How many people are in your family? ______________________

9. If you had two hours with nothing to do, how would you spend it? ________

____

10. What is the funniest thing you ever saw? ______________________

____

11. If you were an animal, what would you be? ______________________

12. Do you have any hobbies? _____ If yes, what are they? ______________________

____

13. What is your favorite subject in school? ______________________

14. What is your least favorite subject in school? ______________________

15. If you could change something about yourself, what would it be? ________

____

16. What do you think this class is going to help you do? ______________________

____

17. What is something you are really good at? ______________________

____

18. What is your favorite TV program? ____________________

19. What is something that makes you laugh? ____________________

____

20. Who is the man or woman you most admire? ____________________

21. Is there anything you don't like to talk about? ____________________

____

UNIT I, LESSON 4

Introducing the Journal

OBJECTIVES:

- Provide an avenue of openness and freedom between the students and teacher, and among students themselves
- Increase communication in class
- Meet the needs of students who find writing a good form of expressing themselves

MATERIALS:

Binder paper in a folder decorated to inspire!

PROCEDURE:

1. Show students the journals.
2. Explain objectives stated above (embellish).
3. Students may use first ten minutes of period to write in their journal expressing concerns, joys, gripes, personal things--a whole gamut of feelings and thoughts.
4. Have them available each class period.
5. Administer CBU pretest (pgs. 177-195)
6. Administer EBI pretest (pgs. 199-219) after "Introduction to Feelings" lesson.

UNIT I, LESSON 5

Introduction

Found in Elementary section, page 28

UNIT I, LESSON 6
"Surprise"

Found in Elementary section, page 29

Class Notes

Name ________________
Date ________________
Period ________________

SURPRISE

I. Vocabulary words for surprise

A. startled B. astonished

C. unexpected D. amazed

II. What the face does

A. Upper face

1. Eyebrows

a. curved and high

b. Skin beneath: stretched and more visible

2. Forehead: long horizontal wrinkles

3. Eyes

a. opened wide.

b. whites show above iris and sometimes below

4. Eyelids

a. Lower: relaxed

b. Upper: raised

B. Lower face

1. Jaw: drops

2. Mouth: relaxed, teeth and lips apart

3. Appearance: varies from slight to extreme look of surprise

III. Facts

A. Briefest emotion

1. Sudden

2. Does not last long

B. Can be set off by unexpected event

Example: Your best friend comes to your door when you do not expect him/her.

C. Expressed in greeting

Example: "Oh!" "Wow!"

D. May be blended with happiness

Example: An unexpected award--you are happy and surprised

E. May be blended with disgust

Example: Your best friend talks about you behind your back--you are surprised and disgusted.

IV. Draw or find a picture of someone with a surprised expression on his/her face.

UNIT I, LESSON 7

"Sadness"

Found in Elementary section, page 31

Class Notes

Name: __________________
Date: __________________
Period: __________________

SADNESS

I. Vocabulary words for sad

A. blue
B. sorrowful
C. gloomy
D. despondent
E. dejected
F. unhappy
G. depressed
H. regretful

II. What the face does

A. Eyebrows

1. Inner corners raised and drawn together
2. Skin below - triangle-shaped

B. Eyelids

1. Upper lid: Inner corners raised
2. Lower lid: Slightly raised

C. Eyes: Downcast (guilt or shame); dejected

D. Mouth:

1. Lip corners down
2. Lips may tremble

III. Facts

A. The more sadness one feels, the more intense the face becomes

1. Trembling lips
2. Tears

B. Sadness blended with fear

1. Pain seen in lower face

Example: Someone hurt in an accident (you are sad and feeling pain for the person who was hurt.)

2. May involve screaming

C. Sadness blended with anger

1. Sad mouth and angry eyes

Example: You see a reckless driver run over your pet dog. (You show anger toward the driver and sadness because your dog is hurt.)

D. Sadness blended with disgust

1. Sad upper face with disgusted mouth

Example: Looking at display of violence on TV. (You are sad to see it and disgusted that it is on TV.)

E. Sadness blended with happiness

1. Sad upper face and happy mouth
Example: When someone says, "Cheer up! It's not as bad as you think."

UNIT I, LESSON 8

A Dialogue: Cheering Up Someone Who is Sad

OBJECTIVES:

- Explore the students' interpretations of happiness and sadness through a creative writing exercise
- Practice conversational writing skills
- Increase use of synonyms for happiness and sadness

MATERIALS:

Paper and pencil

PROCEDURE:

1. Begin with a short discussion of:
   a. When it is O.K. to be sad
   b. How to talk to someone who is feeling sad
2. Students are to write a dialogue between two people. One person is happy, the other is sad. Have the happy person become aware of the sad person's feelings, then try to cheer him/her up. Use vocabulary words on the happiness and sadness outlines.
3. Role play some scenarios for the group.
4. Be sure to go over the correct way to write a conversation. Demonstrate on board.

FOLLOW-UP ACTIVITY:

A good circle session with this lesson is "A Time When It Was O.K. to be Sad"

UNIT I, LESSON 9
"Happiness"

Found in Elementary section, page 33

Class Notes

Name: ________________
Date: ________________
Period: ________________

HAPPINESS

I. Vocabulary words for happy

A. smiling	B. cheery
C. glad	D. excited
E. laughter	F. fun
G. joyful	H. contented

II. What the face does (lower face and eyelids)

A. Lips - three things the lips may do
  1. drawn back and up (smile)
  2. they remain together
  3. or are parted

B. Teeth
  together or parted

C. Wrinkle line
  from the nose out and down to beyond corner of mouth

D. Cheek: puffy and raises up

E. Lower eyelids: skin pushes up to form lines under eyes

F. "Crow's feet"
  1. corner of eyes
  2. becomes more apparent with age

G. Eyes: sparkle

H. Eyebrows: stay the same

UNIT I, LESSON 10

"Disgust"

Found in Elementary section, page 35

Class Notes

Name ____________________
Date ____________________
Period ___________________

DISGUST

I. Vocabulary words for disgust

A. dislike

B. loathing

C. annoyed

D. repugnance, aversion

E. distaste

F. repulsive

II. What the face does:

- A. Upper face
  - 1. Eyelids
    - a. Upper lowered slightly
    - b. Lower raised slightly - makes wrinkles under the eyes
  - 2. Eyebrows lowered
- B. Lower face (where disgust is primarily shown)
  - 1. Mouth and lips
    - a. Upper raised, causes nose to wrinkle
    - b. Lower raised and slightly forward or lowered and slightly forward
  - 2. Cheeks raise and narrow the eyes causing wrinkle folds under the eyes
  - 3. Nose wrinkles form on sides

III. Facts about disgust

A. Disgust is a feeling of aversion (act of turning away), and may vary from mild dislike to nauseating.

B. The more extreme the disgust, the more tense the face becomes.

C. Disgust can blend with surprise.

Example: "Oh, my gosh, how disgusting!" (Disgust is shown in the lower face and lower eyelid, and surprise in the brow/forehead and upper eyelid.)

D. Disgust and surprise can combine in another expression called disbelief. (Brow/forehead shows surprise and the lower face and lower eyelid shows disgust.)

E. Disgust can blend with fear. (Person dreads something disgusting: lower face and lower eyelid show disgust, and fear is shown in the brow/forehead and upper eyelid.)

UNIT I, LESSON 11

"Fear"

Found in Elementary section, page 37

Class Notes

Name ____________________
Date ____________________
Period ____________________

FEAR

I. Vocabulary words for fear

A. terror, terrified
B. horrified
C. scared
D. afraid, petrified
E. frightened
F. nervous
G. panic
H. apprehension

II. What the face does

- A. Upper face
  - 1. Eyebrows
    - a. lifted (as in surprise) and inner corners are drawn together
    - b. short horizontal wrinkles form in middle of forehead.
    - c. Fear brow, neutral mouth, and eyes show worry
  - 2. Eyes
    - a. open and tense
    - b. Whites show above the iris
    - c. May appear alone (shows brief expression of slight fear)
- B. Lower face
  - 1. Mouth
    - a. Mouth and lips tense and tight
    - b. Open fear mouth occurring alone with neutral eyes and brows shows worry
    - c. Stretched fear mouth, lips stretched, and mouth corners drawn back can be used alone as a quick flash of fear (recalling painful event)

III. Facts of fear

- A. Varies from apprehension to terror—intensity shows in eyes, lids, and especially in the mouth stretching and closing
- B. Most traumatic of emotions; involves body changes and facial expressions
- C. Body changes can be: pale skin, sweating, rapid breathing, pounding heart, throbbing pulse, queasy stomach, trembling hands
- D. Blends
  - 1. Fear with surprise—sudden with unanticipated harm

Example: You see a burglar who has entered your home and frightened you.
(Forehead and brow show surprise; rest of face shows fear)

or

(Mouth shows surprise and eyes and brows show fear)

or

(Fear only shown in the eyes by tightening the lower eyelid to get a fearful surprised look.)

2. Fear with disgust—when dreading something disgusting
3. Fear with sadness—sadness follows fear if pain or harm is involved and is long-lasting. Some people find that fear and harm are challenging, such as race car drivers or people who enjoy watching horror movies.

IV. Draw a picture of someone showing fear, or cut a picture from a magazine that shows fear, and glue below.

UNIT I, LESSON 12
"Anger"

Found in Elementary section, page 39

Class Notes

Name ______________
Date ______________
Period ______________

ANGER

I. Vocabulary words for anger

A. mad	B. quarrelsome
C. furious	D. grouchy
E. exasperated	F. rage
G. irritated	H. violence

II. What the face does

A. Upper face

1. Eyebrows

a. drawn down and together
(May produce vertical wrinkles between the eyebrows. No horizontal wrinkles unless permanent wrinkles in face.)

b. may occur alone (person is angry but tries to hide it)

2. Eyelids

a. Upper: tense

b. Lower: tense and raised

3. Eyes: bulging stare

B. Lower face

1. Mouth (2 types)

a. closed--lip pressed against lip (during physical violence or controlling verbal anger)

b. open square mouth (during speech when the person is shouting)

2. Chin: may wrinkle (mouth closed)

C. Middle face: nose tense and may wrinkle

III. Facts about anger

A. Anger is expressed in all three parts of the face--upper, middle and lower zones. This is a way that anger differs from the other basic emotions.

B. The amount of tension in the face tells you how angry the person appears to be.

C. Anger can blend with other emotions.

1. Disgust-anger blend
Example: "How dare you show me such a disgusting thing!" (Anger expresses in the eyes and mouth; disgust shown in nose wrinkles)

2. Surprise-anger blend
Example: "You spent ALL of your money. You were told to put some in your savings account!" (Anger in brows and eyes; surprise in the mouth)

UNIT I, LESSON 13

A Dialogue: De-fusing Anger

OBJECTIVES:

- Explore students' interpretations of anger through a creative writing exercise
- Practice conversational writing skills
- Increase use of synonyms for anger

MATERIALS:

Paper and pencil

PROCEDURE:

1. Begin with a short discussion of when it is all right to be angry. Discuss how people who are angry feel and how they may act. Then encourage students to discuss ways of talking to someone who is angry. Help them realize that some approaches to an angry person will escalate the anger, while other approaches will de-fuse or calm down someone who is angry. In the discussion include ideas about the appropriate ways to handle and express anger.

2. Have students write a dialogue between two people, one of whom is angry. They are to have the second person in the dialogue become aware of the angry person's feelings and explore effective ways of communicating with him or her. Encourage students to use vocabulary words in finding synonyms for "anger."

3. Have students role play some scenarios for the class.

UNIT I, LESSON 14
"Click"

Found in Elementary section, page 42

UNIT I, LESSON 15

Blends

Found in Elementary section, page 43

UNIT I, LESSON 16
Vocal Expression

Found in Elementary section, page 44

UNIT I, LESSON 17

Words Are Only Part Of It
(Role Playing)

OBJECTIVE:

- To demonstrate vividly to students that communication of feelings involves much more than the simple transmission of words and ideas

MATERIALS:

Chalk and chalkboard, list of tongue twisters

PROCEDURE:

1. Prior to class write the following words on the board:

   delight sadness confusion
   love surprise irritation
   worry anger hate
   fear

2. Begin the activity by briefly reading the list with the students. Point out that these are just some of the many emotions that people feel. Briefly discuss how communication involves much more than simple use of words. Emotion gets into the act in a number of ways.

   To illustrate the point, select in your mind one of the emotions listed on the board. Tell the class you have selected one, and ask them to guess which one it is while you repeat a tongue twister. Then say the tongue twister, conveying with your tone, inflection, facial expression, and body posture and movement the emotion you have selected.

   After the laughter subsides, allow the students to guess which emotion you were trying to convey. Ask them how they know. List the clues on the board. The list should include:

   a. facial expression
   b. tone of voice
   c. voice inflection
   d. body movement
   e. posture

3. Repeat the tongue twister once or twice, conveying other emotions on the list. Discuss with the class the various clues that told them which emotion was being displayed.

4. Extend an invitation to the students to come to the front of the class one at a time to demonstrate one or more emotions while saying a tongue twister, as you have done. After each one is demonstrated, ask the class to examine the manner in which the emotion was communicated. Ask questions such as:
   a. Can you describe the tone and inflection?
   b. What did his/her face do?
   c. What was his/her posture?
   d. What were the movements of his/her body?
5. After the emotions listed have been demonstrated in this way, vary the activity in the following ways:
   a. Restrict what the performers can do, i.e., ask them to not move their bodies; or ask them to convey the emotion nonverbally.
   b. Introduce a new tongue twister from time to time.

Tongue Twisters

1. Rubber baby buggy bumpers.
2. She sells seashells down by the seashore.
3. Peter Piper picked a peck of pickled peppers.
4. How much wood would a woodchuck chuck if a woodchuck could chuck wood?
5. Big black bugs bleed blood.

UNIT I, LESSON 18

"Putting It All Together"

OBJECTIVES:

- Learn to recognize feelings expressed in vocal inflection
- Practice vocal inflection

MATERIALS:

"Feelings and Situations" cards (in game packet)

PROCEDURE:

1. Give students one card from each color group and ask them to do what the cards put together say to do.

   Example: If a student receives a card from Group I with the word "lovingly" on it, and a card from Group II with the phrase "carry a box," he would carry the box in a loving way.

2. As the action is dramatized, members of the class should identify the feeling being expressed.

3. The students should discuss the many ways that feelings may be expressed. Let the students know that by closely observing behavior of others they can identify hidden feelings.

UNIT I, LESSON 19

Hidden Feelings

Found in Elementary section, page 47

HIDDEN FEELINGS

E	T	A	H	C	S	C	O	N	F	U	S	E	D	C	O	X	A	A
P	M	C	O	A	R	A	R	W	I	T	T	Y	M	O	C	P	P	M
O	P	B	R	I	P	I	T	Y	O	T	O	A	N	N	I	P	S	U
H	A	O	A	T	S	P	E	I	Z	R	O	Y	N	T	R	E	D	S
E	P	R	S	R	L	H	Y	L	S	P	R	U	T	E	E	A	E	E
M	Y	E	Y	T	R	U	H	L	D	F	E	I	C	N	L	C	T	D
R	E	D	M	E	O	A	T	Y	S	L	A	I	E	T	A	E	P	O
A	F	C	G	C	D	Y	S	A	A	B	A	C	E	D	X	F	E	D
S	C	A	R	E	D	A	T	S	D	T	N	L	T	K	E	U	C	A
S	T	A	T	Y	R	L	O	V	E	Y	G	I	P	I	D	L	C	D
M	U	G	R	S	T	M	G	D	O	D	R	V	I	V	O	V	A	E
U	U	P	T	I	G	H	T	R	O	W	Y	E	F	S	E	N	F	R
G	U	E	I	F	R	I	E	N	D	L	Y	L	O	U	B	K	P	I
F	O	X	T	O	T	R	A	P	Q	O	K	Y	T	P	U	R	T	P
A	O	C	D	Y	R	Y	O	U	P	N	A	E	I	E	E	N	S	S
J	L	I	T	E	T	R	U	S	T	E	D	F	R	R	R	A	T	N
E	P	T	I	N	T	G	R	M	H	L	N	S	E	I	U	F	R	I
C	O	E	D	O	F	F	E	A	R	Y	O	S	D	O	T	S	D	J
B	U	D	A	L	Q	U	I	R	E	L	I	E	F	R	A	T	H	O
I	M	P	O	R	T	A	N	T	S	C	I	U	B	Y	M	S	O	Y

WORDS USED IN CHART

content
joy
satisfaction
mature
amused
happy
accepted
cited
angry
embarrassed
scared
worried
odd
superior

trusted
love
excited
inspired
important
relaxed
peaceful
bored
fear
hurt
confused
uptight
pity
fun

relief
hope
appreciated
cry
friendly
lively
witty
hate
shy
lonely
smug
tired
sad

Name: ____________________

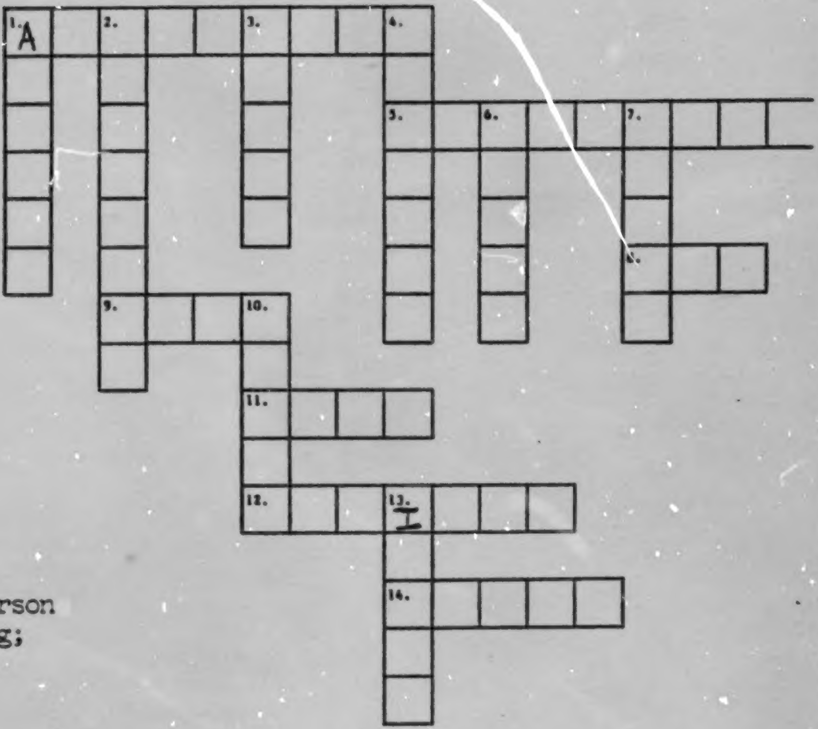
Date: ____________________

Period: ____________________

CROSSWORD PUZZLE—FEELINGS

ACROSS

1. fond or tender feelings for someone
5. anger because someone has something you want
8. unhappy; blue
9. strong affection for someone
11. happy
12. showing happiness and joy; glowing
14. do or say something funny



DOWN

1. astonished
2. showing warmth toward another
3. fatigued; sleepy
4. showing tension or worry; jittery
6. full of regret
7. strong belief in another person
10. enthusiastic about something; ready
13. very angry; full of rage

WORD BANK (Some of these words will not fit into the puzzle

alert
calm
love
upset
irate
happy
radiant
curious

excited
embarrassed
amazed
mad
confident
lonely
eager
trust

affection
jealous
scared
glad
sorry
sad
proud
nervous

amuse
friendly
merry
hate
resentful
mean
tired
flamboyant

UNIT I, LESSON 20

Collages for Six Basic Emotions

OBJECTIVES:

- Observe basic differences in facial expressions for each of the six emotions
- Observe body postures and gestures associated with each of the six emotions
- Create an interesting composition of persons expressing feelings

MATERIALS:

Construction paper, scissors, old magazines for pictures, glue, felt pens, hole punch, brads to hold papers together, copies of instructions

PROCEDURE:

1. Ask students to bring in magazine or newspaper pictures of people expressing the six basic emotions.
2. Explain that we will start with happiness as we become familiar with the special facial features and characteristics of a happy person, but to keep in mind that we will do the same project for each of the other feelings.
3. In some creative way, label a 9" x 12" piece of construction paper "Happiness" and cut out pictures expressing the three basic types of smiles and associated body language (over the entire page).
4. After glue has dried, "splash" the page with various appropriate synonyms for happiness (e.g., contented, merry, glorious, etc.)
5. Each emotion is different, so the creative expressions of each emotion will also vary. After completing the happiness collage, the rest may vary in style. Each collage may include some of the following:
    a. At least two pictures of the emotion being expresses
    b. Clear and bold lettering of "title" emotion
    c. Creative writing related to the emotion (poem or short story)
    d. Related synonyms
6. Make sure the page is balanced and covered evenly. Put name on back.
7. If there are any questions regarding collages and what is permitted, please ask.

INSTRUCTIONS FOR COLLAGES

1. Bring in magazines or newspaper pictures of people expressing the six basic emotions.

2. We will start with happiness, but keep in mind that we will be looking for pictures showing the other emotions as well.

3. In a creative way, label a 9" x 12" piece of construction paper "Happiness" and cut out pictures expressing the three basic types of smiles and associated body language. Glue them over the entire page.

4. After glue has dried, splash the page with various appropriate synonyms for hapiness (e.g., contented, merry, glorious, etc.)

5. As we study each emotion we'll add a collage page to the ones previously done.

6. Each emotion is different, and your creative expressions will differ also. After completing the happiness collage, the rest may vary in style. You may wish to include some of the following:

   a. At least two pictures of the emotion being expressed

   b. Clear and bold lettering of "title" emotion

   c. Creative writing related to that emotion (poem or short story)

   d. Related synonyms

7. Make sure the page is balanced and covered evenly. Put name on back.

8. If there are any questions regarding collages and what is permitted, please ask.

UNIT I, LESSON 21

Papier Mache Masks

OBJECTIVE:

- To express graphically and creatively the six basic emotions

MATERIALS:

newspapers (cut in strips)
starch (at least 2 bottles)
balloons
paints, cups, brushes
paper for sketching
pencil
crayons
sandpaper
clear plastic spray
mat knife

PROCEDURE:

1. Divide class into pairs, each pair choosing a different emotion.

2. Using the outline, draw in crayons the features of the emotion chosen. Encourage them to make their mask drawing very exaggerated (one drawing per pair).

3. Begin construction:

    a. Blow up balloon to size of head

    b. Saturate strips of newspaper in starch, and cover the balloon with six layers of strips. Change directions of strips for added strength. Be sure to keep count of layers; remove bubbles and wrinkles as you work.

4. When papier mache is thoroughly dry, slice the balloon shape in half with mat knife. With exacto knife, cut tiny holes for eyes, nose, mouth, and two small holes at the sides for string.

5. Next begin the relief areas of the mask: add eyebrows, appropriate wrinkle lines, lips, cheeks, etc., to emphasize feeling being expressed. These can be built by wadding newspaper the size of the desired feature and attaching with starch-soaked strips of newspaper.

6. When the final form is achieved, apply one last smooth layer of papier mache. When dry, sandpaper the surface until it is smooth.

7. Paint. Spray with clear plastic for permanence.

FOLLOW-UP ACTIVITIES:

1. Dialogues expressing the emotion shown on the mask.

2. Polaroid snapshots of students with these masks and appropriate body language.

TEST STUDY GUIDE OF SIX EMOTIONS

1. Be able to name the six emotions.
    1. happy
    2. sad
    3. anger
    4. disgust
    5. surprise
    6. fear
2. Be able to write the emotion that goes with each of the following:
    - sparkling eyes (happy)
    - wrinkle line from nose out and down to beyond mouth corners (happy)
    - downcast eyes (sad)
    - tears (sad)
    - closed "lip pressed-against-lip" (anger)
    - nose wrinkles forming on sides disgust)
    - only emotion that involves three zones of the face (anger)
    - skin stretches under brows (surprise)
    - conversational punctuator (surprise)
    - open and tense eyes (fear)
    - intense stretching of the mouth (fear)
    - "crow's feet" (happy)
    - skin below eyebrows makes a triangle (sad)
    - trembling lips (sad, anger, fear)
    - bulging stare (anger)
    - open square mouth (anger)
    - briefest emotion (surprise)
    - curved and high eyebrows (surprise)
    - wide-open eyes, whites show above iris, sometimes below (surprise)
    - "fall open" mouth look (surprise)
    - most traumatic emotion involving body and facial changes (fear)
3. Study vocabulary. Be able to match the words with the emotions

TEST QUESTIONS

Write the emotion that goes with each of the following:

1. sparkling eyes happy
2. intense stretching of the mouth fear
3. "crow's feet" happy
4. most traumatic emotion involving body and facial change fear
5. wrinkle line from nose out and down to beyond mouth corners happy
6. open and tense eyes fear
7. skin below eyebrows makes a triangle sad
8. "fall open" mouth look surprise
9. downcast eyes sad
10. wide-open eyes, whites show above iris, sometimes below surprise
11. trembling lips sad, fear, anger
12. skin stretches under brows surprise
13. tears sad
14. curved and high eyebrows
15. bulging stare anger or surprise
16. only emotion that involves three zones of the face anger
17. open square mouth anger
18. briefest emotion surprise
19. nose wrinkles forming on sides disgust
20. conversational punctuator surprise
21. closed "lip-pressed-against-lip" anger

Match words to six emotions. Write number of emotion in space before the word.

_2_ blue
_4_ furious
_5_ amazed
_6_ scared
_3_ dislike
_1_ glad

1. happy
2. sad
3. disgust
4. angry
5. surprise
6. fear

Write the name of the emotion that goes with each group of words on the line below the words.

loathing
aversion
distaste
repugnance

disgust

dejected
depressed
gloomy
despondent

sad

alarm
fright
terror
apprehension

fear

pleased
joyful
blissful
cheerful

happy

aggravated
irritated
quarrelsome
grouchy

angry

unexpected
astonished
amazed

surprise

UNIT I, LESSON 22

CBU Worksheets

OBJECTIVES:

- Familiarize students with the testing set-up
- Provide a means of evaluation of material covered thus far
- Review body language and facial expressions of six basic emotions

MATERIALS:

CBU worksheets like test (curriculum) [You may wish to duplicate more sets]*

PROCEDURE:

1. Divide each set of worksheets into five sections; Section I, problems 1-18; Section II, problems 19-38; Section III, problems 39-44; Section IV, problems 45-58; Section V, problems 59-70.
2. Set up stations in the room, with one set of worksheets per station.
3. Explain to students that they must each complete all 70 questions.
4. Go through directions for each section.
5. Assign each student to a section. As students complete a given section they are to move on to another section, until they have completed all sections.
6. Worksheets will prepare students for CBU test.
7. Give CBU test the next day.

* These worksheets can be found in the Curriculum section, pages 222-265.

UNIT I, LESSON 23

Three Ways of Acting

Found in Elementary section, page 56

UNIT I, LESSON 24

Three Ways of Acting, cont.

Found in Elementary section, page 60

UNIT I, LESSON 25

THERE'S A LOT TO BEING ASSERTIVE

OBJECTIVE:

- To learn the wide range of assertive behaviors

VOCABULARY:

Characteristics, traits

PROCEDURE:

1. "There are many different things that a person does to show that he/she is acting assertively. Let's list as many different characteristics as we can."
2. Write list of characteristics on poster board (including the list at bottom of page).
3. As each characteristic is mentioned discuss a classroom example of that trait. (Example: "Yesterday, John was heard saying, 'That's all right, I'll help you get started.'")
4. "This poster will be on the board so we can add to it as we think of more assertive actions."

FOLLOW-UP ACTIVITY

1. As assertive actions occur in classroom, refer to list and compliment student.

ASSERTIVE BEHAVIORS

honest and direct
courage
self-respect
cooperation
listening
express friendship
firm gestures
conversational vocal level
direct response to a situation
standing up for self without undue anxiety

firmness
respect for others
confidence
express yourself
caring
fluent speech
high self-esteem
interest in conversation
bring about desired change
express honest feelings comfortably

forthrightness
equality in relationships
accomplishment of goals
express affection
closeness
make desires known
open postures and gestures
"I did all I could"
acting in an effective fashion
acting appropriately for the given social situation

reconsider issue and change position, agreeing or disagreeing sometimes

UNIT I, LESSON 26

Passive, Aggressive, and Assertive, Cont.

OBJECTIVE:

- To learn how to identify passive, aggressive and assertive responses

MATERIALS:

List of assertive, passive or aggressive statements

PROCEDURE:

1. "We are learning in this class to make assertive statements. By acting assertively, you are standing up for what you feel is right and are carrying out your desires."

2. "We hear many responses or comments daily--on the way to school, in the classroom, at lunch, and on the P.E. field. The following are examples of three different types of responses:

   Passive: "It doesn't matter to me."

   Aggressive: "If you don't play with me I won't be your friend."

   Assertive: "I would like some help on problem number three."

   Discuss responses.

3. "Assertive responses are positive statements. These statements tell others how we feel in a way that is not aggressive, yet makes us feel that we have stood up for ourselves."

4. "On index cards write 5 aggressive, 5 assertive, and 5 passive statements you have heard." Add students' ideas to the project materials cards (included).

5. Pass out a card to each student. Have each student read the statement on his card and comment on what type of statement it is. The class can discuss the statements and comments.

HOMEWORK:

Make five assertive statements today. Write what you said and how you feel the listeners reacted.

PASSIVE, AGGRESSIVE, OR ASSERTIVE STATEMENTS

Nice hit!

You're just trying to make me feel good.

Good try!

You look pretty.

Next time you'll win.

It's really nice being with you tonight.

That sure looks like fun.

I'm glad you like it. I made it.

If you don't let me play, I'll tell the teacher.

I don't like it when you keep interrupting me during class.

I'm not allowed to go to the show. (not true)

Thanks, I'm glad you told me.

You're a cheat.

I was late because my alarm didn't go off.

I know you'd really like to use it, but I just don't lend my stereo.

I don't like it when you cut in line.

I got an "F" on the test because you didn't give me the book.

How do you expect me to know the answer?

Yes, I wasn't careful. I'll concentrate next time.

I'm late because my locker always jams.

I should have done better.

I can't concentrate because of the noise.

Mom couldn't wash my P.E. clothes.

The teacher never gives "A's" or "B's".

I'm glad you called me--it was great talking to you.

You always say the dumbest things.

UNIT I, LESSON 27

Body Language Messages

OBJECTIVES:

- To give students practice in role playing
- To help students describe someone acting like a doormat, a bully, and an assertive person
- To help students recognize what their body does when they act like the above people

MATERIALS:

Chalkboard, chalk and eraser; chips; volunteers for role playing

PROCEDURE:

1. Remind students of chip format. Persons giving chips should make sure students understand why they received red or blue chips.

2. Discuss briefly how our bodies talk (communicate) without our saying anything.

3. "Who knows how to make her/his body act like a bully?" Teacher asks volunteer to come to front of room. "Let's see you act like a bully." "What is his (volunteer's) body telling us?" Encourage him to exaggerate body language. "What did he/she do to act like a bully?"

   Write on board:

   a. Eyes - glaring, slits, hard, cold
   b. Voice - mean, yells, shouts, tough, name-calling
   c. Stance - one leg in front of other, ready to hit or push
   d. Face - mad, grit teeth, nostrils, chin set
   e. Hands - doubled fists, hands on hips, overall hostile-looking, giving obscene gestures.

   "How do you feel when your body acts this way?"
   "How do others feel when they see you acting like this?"

4. "How do you think a doormat looks? Who would like to show us?" "What is his/her body telling us?" "What did he/she do to act like a doormat?"

   Write on board:

   a. Eyes - looking down, dreaming, off to the side, avoiding eye contact
   b. Hands - limp, back, in pockets, covering part of face

c. Voice - squeeky, unsure, mumbling

d. Stance - afraid, backing off, slumped over, on one leg, shoulders shrugged

e. Face - sad, afraid, worried, blank stare

"How do you feel when you act this way?"
"How do you feel when you see someone acting like a doormat?"

5. "How does an assertive person act? Who would like to show us?" Teacher picks a volunteer. "What is his/her body telling us? What did he/she do to act assertive?"

Write on board:

a. Hands - by sides, comfortable, gesturing appropriately

b. Eyes - looking at person to whom he is talking (very important)

c. Voice - firm, soft and gentle

d. Stance - stands as if he is proud—straight and tall

e. Face - pleasant, interested, firm, maybe surprised

"How does it feel to act like an assertive person?"
"How do you feel when someone acts assertively toward you?"

6. "Relate the three styles of body language to what your body does while sitting at your desk."

7. Students will come to the conclusion that the best way to act is like an assertive person. They will be able to make good friends and get along better in the world. They will also discover that they can get what they want, most likely, if they like themselves, like others, and know how to talk and act in an acceptable way. They will be better received by others when their bodies show an assertive posture.

8. Have several more students stand and role play each of the above with the class observing and evaluating, or split group into pairs and let them practice with each other.

REVIEW:

"What did you learn today?"

FOLLOW-UP ACTIVITIES:

1. Have students make a mixed-up list of examples on the three different ways of acting. Compile into one list so there are no duplications. Run off on a master ditto and use as an exercise the next day.

2. Develop activities using pictures of people acting the three different ways. See if students can correctly evaluate different situations and accurately identify them.

3. Reinforce verbally or through a point system when students use an assertive stance or posture.

4. Review by allowing students to role play these positions until they really have them well in hand.

5. Review activity by playing "Freeze" at any unexpected time during the week. Evaluate at that time how each person is sitting in his seat.

6. Practice body language styles before a full-length mirror.

7. From this point forward, watch students behaving in passive, assertive, or aggressive ways with each other during the class, and have them correct passive and aggressive behavior before going further with lesson.

IF I	PEOPLE THINK	PEOPLE WILL
Passive		
Use downcast eyes, whine, pity self, ignore others, soft voice, helpless gestures, deny importance of situation, slumped posture, say "anything you want is OK with me," avoid situation, deny yourself, avoid risks, stay out of trouble, put yourself down, want to be liked by all, hide your anger	You don't believe in your ideas, you don't know what you're talking about	No eye contact, won't listen, pushy, make unreasonable requests, take disadvantage of you, disagree, strongly deny all requests, head shaking, manipulates
Aggressive		
Want to hurt others, rude, thoughtless, mean, no feelings, pompous, glaring, loud voice, fluent/fast speech, confrontation, threatening gestures, dishonest, intimidating posture, impersonal messages	Mean, hurt others, rude, thoughtless, have no feelings,	Back away, hesitate, immediately agree, give in in resentment, closed posture, look away or down, counter aggression, glare, hostile remarks, loud voice, threaten, violence, others hurt, hostile, defenseless, humiliated
Assertive		
Make eye contact, conversational voice level, open posture and gestures, listen, forthright comments, express differences, "I" messages, honesty, positive statements, direct response to a situation	Confident, friendly, honest, you know your feelings, you respect yourself and others, you care	Make eye contact, interested conversation, open posture and gestures, listen, forthright comments, agree and sometimes disagree

UNIT I, LESSON 28

What is Self-Esteem?

OBJECTIVES:

- To help students become aware of themselves
- To help students draw a composite picture of themselves
- To help students become more articulate about themselves

MATERIALS:

"Myself Checklist"

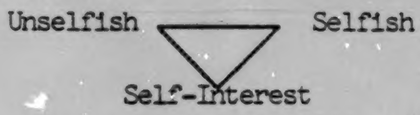
PROCEDURE:

1. "When you look in a mirror, what do you see? Do you like what you see? An assertive person has to feel good about himself. Both bullies and doormats often do not like themselves."
2. (Assessment of self-awareness) "I have some questions to ask you. They are yes or no questions. These questions are personal and private. Try to answer yes or no. Try not to be embarrassed since we'll all be answering. Some of these are tough questions to ask ourselves, but by answering them we are being assertive." (As you proceed, praise and encourage students for being honest.)
    a. "I never worry about anything." (How many of you say yes? How many of you say no?)
    b. "I often wish I were someone else."
    c. "I'm a lot of fun to be with."
    d. "I'm easy to like."
    e. "There are lots of things about myself I'd change if I could."
    f. "I'm proud of my schoolwork."
    g. "I'm pretty happy."
    h. "I'm popular with kids my own age."
    i. "I'm doing the best work I can."
    j. "When I look in the mirror I like what I see."
    k. "I like my body the way it is."
    l. "I like myself."
3. "What we are really talking about in all of these questions is, 'Do I like me?' 'What do I think of me?'

4. "If I am going to love others, I have to love myself." (Explain the difference between liking oneself and self-conceit—the difference between feeling important and feeling as if you're the "whole show.")

Transition to benevolent self-interest

Write on board:



"How does a person act when he is selfish?" (bully—wants things his/her own way; greedy)

"How does an unselfish person act?" (sometimes a doormat—he gives of himself; he tries to help no matter what the consequence is for himself; sometimes he is taken advantage of)
Explain self-interest. Relate this to assertive behavior.

"We need to stand up for our rights. We need to like ourselves before we can have self-interest."

Discuss: "If I am not for myself, who will be.
If I am only for myself, what am I?"

5. "Before I can be assertive and stand up for my rights, I have to like myself. If I do, it will be easier to like and respect others." Discuss some reasons why people do not like themselves. "Do people enjoy being with doormat and bully types of people? Why not?" Emphasize again that doormats and bullies often do not like themselves.

6. "If you have a good concept of yourself you can go about your life in a constructive way. The most important person is yourself. Once you have learned to like yourself you can stand up for your rights and like others."

7. Ask students to fill in the "Myself Checklist."

REVIEW:

1. "What did we learn today?"

2. "How can I like myself better?"

FOLLOW-UP ACTIVITIES:

1. Have full length mirror available in the classroom and encourage students to stand in front of mirror and say, "I like what I see - I like myself."

2. Continue to have students record and/or observe three ways of acting.

MYSELF CHECKLIST

Read each sentence carefully. Then check the column that best tells how you feel. There are no right or wrong answers. Just be sure to check how you really feel about yourself.

	YES	NO	NOT SURE
1. I like to be with my friends.	___	___	___
2. I am happy most of the time.	___	___	___
3. It is hard for me to make up my mind.	___	___	___
4. My health is OK.	___	___	___
5. I am afraid of many things.	___	___	___
6. I can read fairly well.	___	___	___
7. I am awkward and clumsy.	___	___	___
8. I like myself.	___	___	___
9. I often feel sick.	___	___	___
10. I can spell fairly well.	___	___	___
11. I am often nervous and upset.	___	___	___
12. My parents really love me.	___	___	___
13. I would like to be someone else.	___	___	___
14. Other kids like to play with me.	___	___	___
15. I am ugly.	___	___	___
16. I am pretty good at arithmetic.	___	___	___
17. I am really not worth very much as a person.	___	___	___
18. People can depend on me.	___	___	___
19. I am a very angry person.	___	___	___
20. My handwriting is pretty good.	___	___	___
21. Most people dislike me.	___	___	___
22. I am pretty good at sports and games.	___	___	___

These sentences are not finished. Complete each sentence by writing what you feel. Remember, there are no right or wrong answers. Just write the way you feel.

22. I am really interested in ________________________________.
23. What I like best about myself is ________________________________.
24. Sometimes I worry about ________________________________.
25. I am happy when ________________________________.
26. I get upset when ________________________________.
27. If I could change myself, I would ________________________________.
28. Other people ________________________________.
29. I need help with ________________________________.
30. I wish that ________________________________.
31. My life ________________________________.

UNIT II, LESSON 1

Introduction to Relationships

Found in Elementary section, page 75

UNIT II, LESSON 2

Relationships with Doormats, Bullies and Assertive People

Found in Elementary section, page 77

UNIT II, LESSON 3

Relationship Puzzles

OBJECTIVES:

- Encourage students to define relationships
- Be able to associate relationships with appropriate dialogue.

MATERIALS:

Magazine pictures (It is helpful to have lots of pictures already cut out so hunting time is shortened.)
Rubber cement, scissors, narrow marking pens, construction paper cut in various size squares
Laminator and film, or contact paper
Vocabulary list

PROCEDURE:

1. Pass out vocabulary list and read through it with the students. Make sure they understand the meanings of all words.

2. Explain the procedure in making a puzzle.

   a. "As we increase our skill in recognizing and understanding people's feelings, we also try to become more skilled at defining the relationships we experience."

   b. "Today, each of you will zero in on one particular relationship. Look at your vocabulary list and see if any particular one appeals to you. Choose one."

   c. "From the pictures and magazines try to find a picture that depicts the relationship you have chosen."

   d. "When you have your picture, choose a square of construction paper that allows plenty of room for the picture and the name of the relationship. Then write a dialogue that would be appropriate to your situation. Balance the three elements (picture, dialogue, and title) on the construction paper, making sure they don't overlap. (Glue picture and use marking pens for title and dialogue.)"

   e. "Laminate your square."

   f. "Carefully cut the three sections apart to make your puzzle. Pieces should fit together perfectly to form a square."

   g. When all the puzzles are completed, have students put each of their three sections in a different pile, a pile for pictures, a pile for titles, and a pile for dialogues.

   h. Groups of 2-3 students try to assemble the puzzles developed by the group.

RELATIONSHIPS VOCABULARY LIST

When two people respond to each other, it involves feelings, actions, and sometimes words.

The following list names a few of the many relationships we experience during our growing lifetime. Make sure you know the meaning of each word. Look it up or ask if you don't. Feel free to add some more when you think of them.

repsectful

concerned

quarrelsome

abusive

affectionate

intimidating

sympathetic

competitive

cooperative

loving

resentful

docile

grateful

envious

agreeable

assertive

jealous

hostile

persuasive

disagreeable

caustic

malicious

captivating

disruptive

passive

submissive

UNIT II, LESSON 4

Relationship Puzzle, Cont.

OBJECTIVES:

- Recognize pictures of relationships developed by classmates
- Evaluate vocabulary and appropriateness of dialogues written in relationship puzzles
- Assertively share evaluations of classmates' work

MATERIALS:

Relationship puzzles that class made

PROCEDURE:

1. Return completed puzzle to each student.
2. Have them make three separate piles, one of pictures, one of titles, and one of dialogues.
3. Make two sections of each of the three piles.
4. Divide the class into two groups and distribute pieces evenly and randomly.
5. Proceed to assemble complete puzzles using the following rules:
   a. Each person is to complete a square in front of him.
   b. No one may ask for missing pieces.
   c. No one may take a piece from anyone else.
   d. The only way pieces are exchanged is that a person must notice that someone needs a piece he has, and give it to him without talking.
6. When all students have a completed puzzle in front of them (some may have more than one, depending on the number of students and puzzles), each person shows his completed puzzle to the group and evaluates it using the following guidelines:
   a. Is it a good puzzle?
   b. Is it a good dialogue?
   c. Is it the correct relationship?
   d. Is it neatly done?
7. When all puzzles have been evaluated, return them to the owners.
8. The pieces may be clipped together and turned in to be graded.

UNIT II, LESSON 5

"How Can I Tell How I'm Acting?"

OBJECTIVE:

- To learn how to evaluate your own behavior by how others react to you

PROCEDURE:

1. "We all react to others' behaviors. Give some examples of different reactions. One way of telling how we are acting is by the way others react to us."

   The following chart shows many different behaviors, the meanings others give to these behaviors, and how most people will react to these behaviors.

   - If a person denies the importance of situations and acts helpless, people will not pay attention to his/her ideas and will show no response--or the opposite may happen--that person will be taken advantage of or pushed around.
   - If a person is rude or thoughtless, that person is seen as a mean person without any feelings. Often people will be mean or rude right back to this person.
   - If a person makes confident, positive statements, others feel he/she is a caring, friendly person and will often have people listening and talking to him/her.

2. Discuss chart and have students give personal examples of behaviors and reactions.

3. "In your journal write about a recent situation. Comment on what you did and said. State how others reacted to your comments and actions. Then analyze what type(s) of behaviors you used and what types you evoked."

FOLLOW-UP ACTIVITIES:

Use this lesson as an idea for the daily journal writing assignment.

HOMEWORK:

Watch a TV show, such as "All in the Family." Choose one character from this program and notice how others react to his actions. List and explain six actions, then discuss people's reactions to these situations.

UNIT II, LESSON 6

Giving and Accepting an Apology

Found in Elementary section, page 78

UNIT II, LESSON 7

How to Give and Accept Criticism

Found in Elementary section, page 80

UNIT II, LESSON 8

Being a Good Listener

Found in Elementary section, page 82

UNIT II, LESSON 9

Making a Request

Found in Elementary section, page 84

UNIT II, LESSON 10

"I Would Like..."

OBJECTIVE:

- To practice making assertive requests

MATERIALS:

Request cards (included in game packet)

VOCABULARY:

Information, objects, time, categories

PROCEDURE:

1. "There are three different categories of requests. We ask people to give us information, such as the time of day; we ask people to give us objects, such as the loan of a record; and we ask people to spend their time with us, such as helping us with homework."
2. Go around the room calling on students to think of a specific request from one of the three categories. The first person starts by stating a situation (such as wanting to borrow a book). The next person then tries to make the request as if he/she were really in that situation.
3. Role-play situations presented on request cards.

REVIEW:

1. "Demonstrate a passive request."
2. "Demonstrate an aggressive request."
3. "Demonstrate an assertive request. Why is it assertive?"

UNIT II, LESSON 11

"Time Out"

OBJECTIVE:

- To learn how to allow enough time to make a good decision and act assertively

PROCEDURE:

1. "Sometimes we are in demanding situations where we make quick decisions, and afterwards wish we had had more time to think about the situation. We may have been upset, angry, or feeling very pressured when we made the decisions. Think of a situation when you wish you had had more time to think about a decision or action. Discuss." Teacher may need to offer a personal experience first to initiate further discussion.

2. "There are times when we need to step away from the situation—either to get more information, or to decide what to do. If you are not sure whether to accept or deny a request and you feel you need more time to think about the decision you need to make, you can take 'time out' to consider your decision. An assertive person can and does take 'time out' from a confrontation."

3. "The following are assertive responses that can be said to give you more time." (Put on board)

   "I really need to think about this for a few minutes. I'll tell you at dinner."

   "I'll call you back at 5 o'clock."

   "This is something I need to think about."

4. "Why are the first two statements better than the third?" (A definite time is given.)

5. "Let's practice taking a 'time-out' by role playing the following situations:"

   a. You receive a phone call from a friend inviting you to her party. You are not sure who is going to the party. Some of her friends are 'wild' and do things you do not do.

   b. The tennis coach asks you to be on the team and you are trying out for cheerleading. Both activities meet at the same time.

   c. You've been asked to the beach by a group of friends. The one planning on driving is, in your opinion, a poor driver.

   d. Student suggestions.

UNIT II, LESSON 12

"Taking Risks" - Request Not Granted

OBJECTIVES:

- To learn that requests may not always be successful
- To learn what to do or say when a request is not successful

PROCEDURE:

1. "In the last Social Behavior lesson we learned how to make an assertive request. Who can give me some examples of assertive requests? We also learned that assertive requests sometimes are successful—we get what we want—and at other times we do not. We cannot control what other people do. We can only give our best effort."
2. "What can we do if we make an assertive request and no matter how hard we try and how many different ideas we have, the person will not grant what we wish? We are turned down."
3. "Be nice to yourself by saying, 'At least I tried. Next time maybe it will work to ask.' It's important to keep in mind that nobody bats 1000%. Taking a risk by making the request is assertive behavior."
4. "Discuss successful as well as nonproductive requests you have made."

HOMEWORK:

Write a paragraph on how you would invite a friend to go with you to the next school dance. State what you would say and how you would say it. Include 'style' in your 'how' comments. Two concluding statements are needed. What would you do and say if your friend accepts? What would you do and say if your friend turns you down?

UNIT II, LESSON 13

Saying "No" to a Friend

Found in Elementary section, page 86

UNIT II, LESSON 14

"Stick to Your Guns" - Remember Key Issue

OBJECTIVE:

- To learn how to be assertive under pressure

PROCEDURE:

1. "When you are under pressure to change your response to a request, remember to think of the key issue rather than letting it drift to reasons or excuses."

2. "The following is an example of 'sticking to your guns'."

   Person A: "Will you bring your records when you come to the party tonight?"

   Person B: "I don't bring my records to parties; records always end up ruined."

   Person A: "But we need them. Somebody can watch them."

   Person B: "I know you would like them, but I don't take them to parties."

   Person A: "You have so many records."

   Person B: "That's right, but I just don't want to."

3. Use project materials (role-playing cards. request cards) or student ideas for role-palying situations.

UNIT II, LESSON 15

Getting to Know People and Making Friends

Found in Elementary section, page 87

UNIT II. LESSON 16

Cooperation, Competition, Conflict

Found in Elementary Section, page 90

UNIT II, LESSON 17

Striking Up A Conversation

OBJECTIVE:

- To learn how to initiate a conversation

PROCEDURE:

1. "Initiating new friendships requires getting to know people and their interests. Getting people to talk freely isn't always easy. Opening questions sometimes helps getting to know a person. What, why, how, questions such as the following actively engages a person in conversation."

   What do you like about surfing?

   What do you like about dancing?

   How did you get started playing tennis?

   Why is it a minimum day today?

2. "Questions such as, 'Do you like surfing?,' 'Do you like tennis?,' result in a yes or no answer and may be a dead end."

3. Have students pair up with a classmate they do not know well.

4. Person A will engage Person B in a conversation for three minutes. Then switch roles.

5. Discuss ways conversations were started. Praise assertive actions.

HOMEWORK:

Initiate a conversation with a teacher or classmate you do not know well. Write a paragraph in your journal discussing the situation—what you did and what you said.

UNIT II, LESSON 18

"Oh! What Do I Say?"

OBJECTIVE:

- To practice responding assertively to statements that cause fear, anger, or surprise

PROCEDURE:

1. "Sometimes we are taken by surprise by someone who confronts us. Fear and surprise hold us back from making the assertive comments we would like to make. Demands, hinting, or put-downs stump us or throw us off balance so we don't present ourselves assertively.

2. "If we practice what we would say in certain situations, then when the situation arises in 'real life' even if we are very scared or frightened we'll be able to deal with the fear and respond assertively. Have you had your mind go blank during a a piano recital but your fingers did the job because you had practiced?"

3. "Practice responding assertively to the following statements by using an 'I hear,' 'I think,' 'I feel,' 'I see,' to begin your comments."

   I want all your candy.
   Give me your lunch.
   I like you.
   Gee that looks like fun.
   You are stupid.
   Nerd.
   You have a big nose.
   I can't stand you.
   You stole my P.E. clothes from my locker.
   Pushed and bumped
   You took my book from my locker.
   Blows stack
   What a wimp.
   You look like you're having a good time.

4. "List five put-down statements in your journal and respond assertively to these statements."

UNIT II, LESSON 19

Giving and Receiving Compliments

Found in Elementary section, page 88

UNIT II, LESSON 20

Summary on Relationships

Found in Elementary section, page 97

UNIT III, LESSON 1
Problem Solving

Found in Elementary section, page 98

UNIT III, LESSON 2

Problem Solving (Group)

Found in Elementary section, page 101

PROBLEM SOLVING SKILLS

This worksheet may be used before a problem is role-played.

1. Cognition (Stop and Think) My problem is ______________________________

   ____

2. Divergent Production (Possibilities) What Can I Do?

   1. ______________________ 4. ______________________

   2. ______________________ 5. ______________________

   3. ______________________

3. Evaluate (Choose the best one) Which possibility will work the best?

   ____

4. Convergent Production (Pick one and try it) ______________________________

   ____

5. Re-evaluate (See what happens) How did it work? ______________________

   ____

UNIT III, LESSON 3

"How Do I Solve It?"

OBJECTIVES:

- Identify problems depicted on the Problem Solving Cards
- Practice the steps of problem solving
- Evaluate the problem-solving procedure

MATERIALS:

Problem Solving Cards (included): Desk signs that name the five steps to problem solving: Cognition (Stop-Think), Divergent Production (Possibilities), Evaluate (Pick One), Convergent Production (Pick One and Do It), and Re-evaluate

PROCEDURE:

1. Arrange students in a circle, in pairs.
2. Give each pair a desk card that indicates which of the five steps they are responsible for.
3. Discuss problem taken from cards. Allow one or two minutes for the pairs to discuss the contribution they would make. The pair with the desk card that reads:
    a. Cognition has to state the problem described.
    b. Divergent Production has to generate many possible solutions for the problem.
    c. Evaluate has to give pros and cons of the various solutions.
    d. Convergent Production has to zero in on what they think is the best choice and say how they would try that choice.
    e. Re-evaluate has to project how this would probably affect those involved, and decide if it was indeed the best possible solution.
4. Have each pair keep the same desk card for two Problem Solving Cards. Then pass the desk card to the next pair so all students get a chance to practice each of the problem solving steps. Save three-five minutes at the end for evaluating the day's lesson.

UNIT III, LESSON 4

Group Role Playing

OBJECTIVES:

- To learn to evaluate others' behaviors
- To learn to receive constructive criticism

MATERIALS:

Secondary level "Problem Solving & Role Playing Cards" (in game packet)

VOCABULARY: criticism, constructive, objective

PROCEDURE:

1. "In a previous lesson we talked about objective or constructive criticism. Give me an example of objective or constructive criticism."

2. "How do we make an assertive request?"

3. "Today we are going to divide into three groups. Each person will have an opportunity to have the role of a student, a responder, narrator, eye contact observer, facial expression and gesture observer, voice observer, content observer, and coach."

Student	Presents an assertive solution to the dilemma written on the card
Responder	Takes the part of the parent, teacher or classmate in the situation
Narrator	Reads the situation card, discusses the situation and assigns parts
Eye Contact Observer	Notes if eye contact is assertively appropriate at the crucial points in the statement
Facial Expression & Gesture Observer	Notes if facial expressions and gestures complement and are consistent with message set. Smiling while delivering negative or serious messages should be noted.
Voice Observer	Notes if voice is loud, clear, sincere, and conveys strength
Content Observer	Notes whether the message was worded assertively, passively, aggressively
Coach	Acts as chairman in leading the discussion and moderating the evaluation discussion

4. Use project materials (role playing cards, request cards, or students' ideas for situations. This format allows more role playing practice for the students.

5. Repeat format for later lessons.

UNIT III, LESSON 5
Debating

Found in Elementary section, page 102

UNIT III, LESSON 6

HOW DO I SOUND TO OTHERS?

OBJECTIVES:

- To learn more about our own behavior by understanding how we sound to others

MATERIALS:

Tape recorder and tape

PROCEDURE:

1. Tape several classroom situations involving emotional discussions (example: a minimum day was not given today because the campus was not clean). Try to have a sample of everyone's voice on tape.
2. "We have talked about how our voice tone and inflection tells a lot about how we feel. Our voice tells us a lot about how we are acting, too."
3. "Several tapes have been made of classroom discussions. Let's listen to our voices and tally the number of assertive comments and statements made." Stop tape and discuss good examples of assertive behavior.
4. Play tape through again. This time have students evaluate their own voice tone and the reactions of others to what was said. Have each student write a paragraph about his own voice.
5. This lesson is repeated in Unit VI.

REVIEW:

1. "What were some examples of assertive comments?"
2. "Why were they assertive?"
3. "How did classmates respond to assertive comments?"

FOLLOW-UP ACTIVITIES

1. Repeat lesson again before Unit VI.
2. Listen to a radio program and discuss assertive, bully and doormat voices.

UNIT III, LESSON 7

Sticky Situation of the Week
"The Interrupter"

OBJECTIVES:

- to encourage students to discuss situations that they would like to solve successfully
- to learn how to assertively deal with the "interrupter" problem

PROCEDURE:

1. "We all have been in situations where a good friend or an acquaintance will do something which causes us to be frustrated or unhappy. It is particularly hard to deal with the situation when the person is a good friend. We don't want to hurt or offend our friends."

2. "Let's talk about a friend who interrupts you when you have something you really want to say. Suppose that something exciting has happened to you--you have been selected to be in a television commercial--and you can't wait to tell your friend all about it. However, when you try to tell your friend, she/he does not listen, but keeps interrupting you to tell you about a movie or what happened during P.E. You feel disappointed and deflated because your friend isn't interested in your news. To deal with this situation, a passive person might give up and let the other person do all the talking. A bully might shout something like, 'You're rude. You never listen to me!' And an assertive person might say, 'I'd really like to tell you about...' Can you think of some other assertive ways to handle the problem?"

3. Ask students to contribute similar problems they have experienced. Have other students suggest assertive ways to handle these problems. Students may wish to role-play their solutions.

FOLLOW-UP:

1. Ask students to be aware of "sticky situations" they encounter, and to note the outcome of a situation after dealing with it assertively.

2. Ask students to notice "sticky situations" others are involved in, and to notice how passive, aggressive, or assertive behaviors affect the outcome of the situation.

UNIT IV, LESSON 1

Introduction to Complex Social Situations

Found in Elementary section, page 111

UNIT IV, LESSON 2

More on Behavioral Sequencing

OBJECTIVE:

- To increase students' understanding of a sequence of events in which human interactions are the important links between events

MATERIALS:

Teacher-collected cartoons (such as Peanuts or Ferd'nand)

PROCEDURE:

1. "A behavioral system is a sequence of events in which human interactions are the important links between events."

2. Generate some discussion of the word sequence. Encourage examples of situations that involve steps in a sequence. (For example, the steps it takes to get an "A" in this class.)

3. "Why are cartoons or motion pictures good examples of behavioral sequence?" (Motion pictures pictures depict scenes which when shown in rapid sequence come alive.) Show cartoons to class, covering up one sequence or picture. Ask students to describe the sequence that is missing.

4. Assign students the task of drawing a cartoon series or movie strip showing the steps involved in assertively dealing with the following social situations:

    a. entering a game
    b. completing an assignment
    c. earning money for something special
    d. going on a trip
    e. inviting someone and going to a dance
    f. asking for the car
    g. solving a particular problem

5. Discuss the importance of order of sequencing as it leads to a given result.

UNIT IV, LESSON 3

Behavior Appropriate to the Situation

Found in Elementary section, page 114

UNIT IV, LESSON 4

Entering New Surroundings

Found in Elementary section, 119

UNIT IV, LESSON 5

Leading and Following

Found in Elementary section, page 115

UNIT IV, LESSON 6

People and Parties

Found in Elementary section, page 121

UNIT V, LESSON 1

Goal Setting

OBJECTIVES:

- To learn that setting and reaching a goal is successful problem solving
- To have students select one academic and one behavioral goal that they work toward accomplishing
- To have students develop steps toward attaining the goal

VOCABULARY:

Goals, obstacles, accomplishments

MATERIALS:

Goal Setting Worksheet No. 1, Teacher Letter, Goal Setting Vacation Plans, Poster idea, Weekly Goals to Accomplish, Goal Setting Worksheet No. 2

PROCEDURE:

1. Discuss the concepts of goals.
    a. "What does the word 'goal' mean? (an end toward which effort is directed)
    b. "Can you think of any games you play that have goals? What are the goals?" (To get the most points, to hit the most balls, etc.)
    c. "Have you ever set a goal for yourself and accomplished it?"
    d. "How would you go about setting a goal?"
    e. "If you set a goal to finish reading a book in one week, what might keep you from reaching your goal?" (listening to other people talk, not organizing time well, not liking the book, getting stuck on a word or problem I cannot do by myself, etc.)
    f. "We call those things which keep us from reaching that goal 'obstacles'."
2. "Let's brainstorm some academic goals that you could accomplish in the next three weeks. They must be positive and realistic." (write list on board)
3. Discuss five conditions of a good goal (taken from Goal Setting worksheet).
4. Have students decide on a personal goal and fill in top section of Goal Setting Worksheet.

5. Have students list three obstacles (things that get in your way) on the left side of the page. Example:
    a. Forgetting to raise hand
    b. Getting out of seat
    c. Talking to neighbor
6. Have students brainstorm ways of attaining goals and write three ideas on the right side of the page. Example:
    a. Tell Danny my goal so he can help me not talk to him
    b. Concentrate harder on math so I don't get out of my seat and talk to Danny
    c. Check myself on raising hand before speaking
7. Have students decide who will validate the accomplishment and state at bottom (teacher, parent, student's signature, playground supervisor).
8. At the end of three weeks' time students will discuss their goals and accomplishments. Retrace steps of those whose goals were not accomplished and revise steps in accomplishing the goal. (A daily motivational reminder and check will enhance the completion of goal.)
9. Letter to academic teacher will help verify accomplishments (pg.).
10. Make large poster (example pg. 101-SS)displaying classrooms' goals.

FOLLOW-UP ACTIVITIES:

1. Use "Goals to Accomplish" sheet for weekly goals.
2. "Goal Setting Worksheet No. 2" may be used for future goal setting.
3. Toward end of school use "Vacation Plans Goal Setting" sheet.

GOAL-SETTING WORKSHEET NO. 1

A good goal is one that meets the following five conditions:

It must be recognizable and measurable.
It must be reachable and realistic.
It must be something that is not dependent upon other people.

I will accomplish the following goal by (date) ____________________

____

____

____

____

____

____

____

____

____

Obstacles	Strategies
1. ____________	1. ____________
2. ____________	2. ____________
3. ____________	3. ____________
4. ____________	4. ____________
5. ____________	5. ____________

Dear (Teacher's name)

Our students are working on a unit called "goal-setting" in their Interact class. We are having each student set a school and a home related goal.

(Student's name) has chose to improve something in your class. This is his/her goal.

State Student Goal

____

Would you please jot down a quick comment at this time, evaluating how he/she is doing in this target behavior now. If you can be very specific, it will be easier to evaluate the progress.

In May we'll again ask for your input. Hopefully you will see some improvement.

Evaluation of current behavior	Evaluation of behavior in May
______________________	______________________
______________________	______________________

Thank you for helping us. We truly appreciate the time you give to cooperate with us. After you fill in the evaluation of current behavior for our student, please return this form to my box. We really hope this project benefits you too.

Name ____________________

Date ____________________

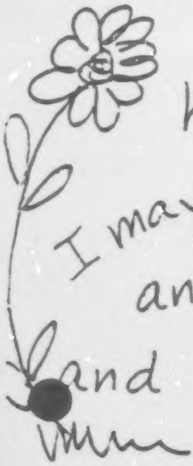
Period __________________

GOAL SETTING

VACATION PLANS

1. This vacation I am going to ______________________________
____
2. Steps to accomplishing my goal ____________________________
____
____
3. Date I did it ____
4. How I feel about having done it ____________________________
____
5. How I feel about not having done it __________________________
____

Far away in the sunshine are my
highest aspirations.



I may not reach them, but I can look up
and see their beauty, believe in them
and try to follow where they lead.

LMAlcott

HOW ARE YOU DOING ??

Nancy

Are you doing your math assignments in Miss G's class?

Comments: April 18 __________
April 28 __________
May 9 __________
May 19 __________

JACK

Are you getting to 1st period on time?

Comments; April 18 __________
April 28 __________
May 9 __________
May 19 __________

55-101

Kathy

Are you turning in your homework for Mr. H.?

Comments: April 18 __________
April 28 __________
May 9 __________
May 19 __________

Brad

Are you bringing your PE clothes, and dressing for gym every required day?

Comments; April 18 __________
April 28 __________
May 9 __________
May 19 __________

Kara

Are you turning in Completed science worksheets to Mrs. R?

Comments: April 18 __________
April 28 __________
May 9 __________
May 19 __________

This is a sample of our classroom poster

GOALS TO ACCOMPLISH

1. This coming week, I want to accomplish the following goals:

In School	At Home
a. ______________________	a. ______________________
b. ______________________	b. ______________________
c. ______________________	c. ______________________
d. ______________________	d. ______________________
e. ______________________	e. ______________________

With Friends

a. ______________________

b. ______________________

c. ______________________

d. ______________________

e. ______________________

2. The three goals stated above that I will work on are: ____________________,

____________________, and ____________________.

3. What might prevent me from accomplishing my goals?

1. ____
2. ____
3. ____
4. ____
5. ____

4. What will assist me in reaching my goal ______________________________

____

5. State each goal you will accomplish and indicate the date by which it will be accomplished. ______________________________

____

____

GOAL SETTING WORKSHEET NO. 2

1. Write down three goals you would really like to accomplish in the next three months.

   a. ____________________

   b. ____________________

   c. ____________________

2. Determine the order in which you will tackle the goals and justify your order.

   a. ____________________

   b. ____________________

   c. ____________________

3. List five things you could do to make number 1 come about.

   1. ____________________

   2. ____________________

   3. ____________________

   4. ____________________

   5. ____________________

4. Circle at least one of the five you will do. If you cannot circle one, list five more things you could do to make No. 1 come about or re-evaluate the order of your goals.

5. Set time by which you will accomplish circled items.

   1. ____________________

   2. ____________________

   3. ____________________

   4. ____________________

   5. ____________________

UNIT V, LESSON 2
Setting and Attaining a Group Goal

Found in Elementary section, page 126

UNIT V, LESSON 3

"I Can Do It"

OBJECTIVES:

- To review the steps to accomplishing a goal
- To have students select one behavioral goal that could be accomplished at home
- To have students develop steps toward attaining the goal

MATERIALS:

"I Can Do It" card*, parent form explaining goals (see examples on following pages), parent form on progress toward goal completion (see examples on following pages)

PROCEDURE:

1. Review introductory steps of lesson 1 on goal setting.
2. Brainstorm realistic goal ideas that could be worked on at home.
3. Have students list five goals from board on parent form.
4. "Please discuss these possible goals with your parents and choose one that you feel is most important. Return signed parent sheet immediately."
5. Explain to class that this is a 2-week goal and parents will verify accomplishment.
6. Send "Progress Toward Goal Completion" form home in two weeks.

FOLLOW-UP ACTIVITIES:

Use "I Can Do It" cards to reward goal attainment.

* "I Can Do It" cards found on page 129 of Elementary section

(sample)

Dear ______________________________,

As a class project all the students have been working on how to set and accomplish personal goals. Would you please help ______________________ in selecting a goal that he/she could work on at home for a period of two weeks? The following are suggestions of goals that would enhance our school program.

1. Read 1/2 hour three times weekly.
2. Arrive at school on time.
3. Go to bed on time without being reminded.
4. Use problem solving steps in getting along with friends or classmates.
5. Take a leadership role.
6. Do homework before watching TV.
7. Get attention in an assertive way.
8. Do daily responsibility without being reminded.
9. Solve a disagreement with brother, sister or friend.

Will you please complete this and send it to school with your student.

____ (student's goal)

____ (signature of parents)

Dear Mr. and Mrs. ______________________________,

As a class project all the students have been working on how to set and accomplish personal goals. Would you please help ________________ in selecting a goal that he/she could work on at home for a period of two weeks? The following are suggestions of goals that would enhance our school program.

1.

2.

3.

4.

5.

Please complete this form and return it to school.

____
(Student's goal)

____
(Signature of parents)

Progress Toward Goal Completion

Dear Mr./Mrs. ______________________________.

We are looking forward to hearing from you concerning _______________ _____________________ (student's name) home goal.

Would you please sign and return.

Check one
- ____ Working towards a goal
- ____ Completed goal
- ____ Given up

____
Parent's Signature

UNIT V, LESSON 4

The Interview

OBJECTIVES:

- To understand interviewing as a means of discovering other people's needs, goals, and expectations
- To plan and conduct interviews and to evaluate the information obtained

MATERIALS:

Ditto of interview outline questions

PROCEDURE:

1. Introduce the idea of interviewing as a way of finding out some of the goals of a person or that are admired by the students. This interview gives us realistic information about others and about some professions of interest.
2. Have students share a specific profession that interests them. Is it possible to interview someone in that field? Help with suggestions.
3. Emphasize relationship between realizing our own needs and goals and admiring the accomplishments of others.

INTERVIEW OUTLINE

I, ______________________________, interviewed ______________________
because I admire his/her accomplishment of ______________________.

1. What led you to be interested in ______________________________?
2. Did you set goals for yourself? ______________________________
3. Did you have to go through certain steps to accomplish this? __________
____
4. What are some of the things you need for success in your work? ________
____
5. What did you expect to happen after you accomplished your goal? _______
____
6. Did it happen--did you accomplish it? ________________________
7. In general, did things turn out the way you expected? ____________
____
8. Why? ____
9. Have your needs changed any now that you have accomplished this goal?
____
10. What suggestions do you have for young people who would like to be successful in a career such as yours?
____
____
11. Did you always expect to succeed? ___________________________

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UNIT V, LESSON 5

Follow-up on Interviews

OBJECTIVES:

- To allow an opportunity for students to share their interviews with each other
- To give students an opportunity to hear the results of their classmates' interviews and thus respect some of the goals and ideas they share

MATERIALS:

Student-completed interview worksheets

PROCEDURE:

1. Allow each student 3-5 minutes to present their interview results to the group.
2. They must include in their presentation:
   a. Whom they interviewed
   b. Why
   c. The ideals or goals they admire in this person
   d. Questions they asked
   e. Answers given by person interviewed
   f. Was it hard to conduct this interview? Why?
   g. What student learned from this experience
3. The last 10-15 minutes of this class may be directed to the school goal poster. Have each student report orally and/or in writing on his/her progress to date. See if anyone needs help.

UNIT V, LESSON 6

"The Job Interview" (Part I)

What We Say Is Important

OBJECTIVE:

- To learn how to apply assertiveness to a job interview situation

PROCEDURE:

1. Teacher asks students, "What jobs have you had or are currently looking for?"

2. "How many of you have been interviewed for that position?"

3. "Today we are going to talk about how to 'sell ourselves' to a prospective employer."

4. "Think of a place where you would really like to work (grocery store, department store, ice cream shop, pre-school, hospital, restaurant, etc.). Your task is to write three minutes of conversation that will impress the employer with your qualifications. You may like to include (put on board):

    - name
    - age
    - school attending and grade
    - interests
    - grades
    - previous work experience
    - experiences that lead to doing job effectively
    - why you would like the job

5. "Your employer will say or ask:

    - Tell me about yourself.
    - What are your interests?
    - Where have you worked?
    - Why do you want this job?

6. "Think of the assertiveness model as you write. Use clear, direct 'I' statements. Use at least one 'I would like...' statement."

7. "Write your presentation on regular notebook paper, leaving two lines between every line."

8. Check students' written work for appropriateness and thoroughness.

UNIT V, LESSON 7

The Job Interview (Part II)

"Style" Key to Success

OBJECTIVE:

- To learn how to present ideas effectively

PROCEDURE:

1. "Have you ever seen anyone shout during moments of tenderness, smile when angry, or stand eight feet away from a friend when carrying on an intimate conversation? These are inappropriate actions that may keep one from communicating successfully."

2. "The 'style' or way you express yourself may be one of the 'keys to success.'"

3. "Style is how we present information and includes:
    a. loudness of voice and voice inflection
    b. fluency of spoken word
    c. eye contact
    d. facial expression
    e. body expression
    f. distance from person

4. Discuss "appropriate style" as it relates to the job interview.

5. "Reread your job interview paper. On the blank lines write specific comments related to style. (Example: direct eye contact at significant points, hand motions or gestures in making a point.) Include all six points mentioned.

6. "Homework: Practice your presentation tonight (use follow-up ideas). Tomorrow you will be interviewed."

FOLLOW-UP ACTIVITIES:

1. Tape your interview and play back to evaluate fluency, inflection and loudness of voice.

2. Rehearse. Watch self in mirror as you practice your talk. Evaluate assertiveness. Watch out for smile or silly grimace when expressing serious intent; stiff or rigid stance; soft or quiet voice.

3. "Silent Movie" Rehearse your "style" by going through facial and body gestures of your talk but don't verbalize. Evaluate assertive gestures.

UNIT V, LESSON 8

The Interview (III)

OBJECTIVE:

- To practice or rehearse interview with an adult

MATERIALS:

35 slips of paper for each student

PROCEDURE:

1. "Today we are going to rehearse our interview as though it were the actual situation."
2. "I (teacher) will take the part of the employer. The employer will act sympathetically toward you, smile and ask supporting questions. Remember the four main questions I will ask:
   a. Tell me about yourself.
   b. What are your interests?
   c. Where have you worked?
   d. Why do you want this job?
3. Each student will be interviewed for three minutes by the teacher (employer).
4. Observing students will write down name of student and one or more observed assertive behaviors on individual slips of paper, and at end of period all comments will be returned to students.
5. Discuss assertive behaviors seen in each student. Make one "room for improvement" comment. Have student repeat improved part.

FOLLOW-UP ACTIVITIES:

You may want a "try again" interview that will be graded as the final project grade.

UNIT VI, LESSON 1

Implications

Found in Elementary section, page 132

UNIT VI, LESSON 2

Asking for Help

Found in Elementary section, page 133

Name ______________________

Date ______________________

Period ____________________

HELP-HELP WORKSHEET

1. Answer the following questions:

   a. Can you remember a time when you needed help? ____________________
   ____

   b. How did you feel? What did you do? What did you say? Did you get help? How did you feel then? ____________________
   ____

   c. What are some ways you help each other in the classroom? __________
   ____

   d. Is it easy or difficult to ask for help? Why? ____________________
   ____

   e. Is it easy or difficult to receive help? Why? ____________________
   ____

2. Write about a stressful situation where you wished you had asked for help. State what you should have said and how you should have acted.

____

____

____

____

____

____

____

____

____

____

____

UNIT VI, LESSON 3

When to Tell

Found in Elementary section, page 135

UNIT VI, LESSON 4
Getting Attention

Found in Elementary section, page 137

UNIT VI, LESSON 5

How to Enter and Exit a Conversation

Found in Elementary section, page 140

UNIT VI, LESSON 6

"Was That Assertive, Aggressive or Passive Behavior?"

OBJECTIVE:

- To learn how to evaluate behavior by considering the appropriateness of the act

MATERIALS:

Assignment ditto: List of Behaviors (following page)

VOCABULARY:

Appropriate, evaluate

PROCEDURE:

1. "Assertive behavior is not always using 'I' statements and having a pleasant expression. Sometimes not saying anything is acting assertively." Explain. "Having to defend yourself by pushing someone away may be considered assertive behavior too. Sometimes speaking or smiling may be aggressive. When may being silent and not saying anything be considered assertive?"

2. "This is a list of sayings and actions." Discuss how using the word 'boss' could be assertive, aggressive and passive. "Now continue on your own. At the end of the list, add five sayings or actions and explain how they can be used assertively, aggressively, or passively."

HOMEWORK:

Watch a favorite TV program. Write about five appropriate assertive behaviors you saw on the program.

FOLLOW-UP ACTIVITIES:

Discuss types of behaviors as athletic field and [illegible]room examples are shown.

ACTIONS AND SAYINGS

Actions & Sayings	Assertive	Aggressive	Passive
1. "Boss"			
2. Smiling			
3. Crying			
4. Shouting			
5. Running			
6. "I like that"			
7. Compliment			
8. Rush up to someone			
9. Pushing and shoving			
10. Daydream			
11. Sharpen pencil			
12. Pretend you're happy			
13. "You look great"			
14. Throw a paper			
15. Talking to friends			
16. Raising hand			
17. Asking for help			
18. "You are making me angry".			
19. "Cool, funky, hip, right on"			
20. Eating			
21. Totally awesome"			
22. "Radical"			
23.			
24.			
25.			
26.			
27.			

UNIT VI, LESSON 7

"I'm Too Busy" - Making Excuses

OBJECTIVES:

- To learn how to assertively say "no" to a request
- To learn to discriminate between giving excuses and giving reasons for making a refusal

VOCABULARY:

Refusal, reason, excuse

PROCEDURE:

1. "We all do things that we'd rather not do. Parents and teachers have lots of rules we must follow. Sometimes we forget that there is a word "no" which we are allowed to use with friends and other kids."

2. "When is it alright to say 'no' or refuse?" (Someone wants to copy your answers, borrow your bike, etc.)

3. "Sometimes we add 'excuses' on to our refusals so that the 'no' doesn't sound as bad. (Example: I can't go to the show tonight because I'm too busy. [You aren't doing anything]) Avoid making excuses because they leave the door open for further requests when the situation changes. If you don't want to ever go to the show with that person, he/she may ask again soon if you make an excuse.

   An excuse is an attempt to get out of a request. A reason is a real problem that once solved will make it okay to grant the request."

4. "Excuses may be passive, aggressive, or passive-aggressive."

5. "A friend asked you to borrow your new touring bike and you do not want to lend it because it is a very special, expensive bike that took one whole year to save for. If you loan the bike although you don't want to, or say 'It's broken,' or 'I'm not allowed to,' you are making passive excuses.

   If you tell him/her that he/she will break it or won't know how to ride it, you are making aggressive excuses.

   If you say that it's alright and then are not home when the boy/girl comes by to pick it up, you are making a passive-aggressive excuse.

   If you say, 'No, I never lend it to anybody,' that is being assertive."

6. "Blunt refusals can hurt feelings or cause resentment. Being sensitive to one's feelings often helps the refusal. 'I know you really want to use it, but I just don't lend it out.' You are not backing down but you are showing that you don't want to hurtfeelings. Occasionally a person's feelings will be hurt when his request is denied. This is sometimes natural but not a reason to change your mind on something you believe in."

7. Discuss excuses that you might make, and then make assertive responses to the following requests and repeat in a role-playing setting.

   a. While standing in a grocery store line, your friend asks you to steal some gum for him.

   b. The classmate behind you in algebra asks you to sit to one side while taking the test so he/she can see your answers. You don't want to be a part of this cheating.

   c. A classmate asks to borrow $1.00 and he/she has borrowed money before and has never paid you back.

   d. A classmate is wanting to play a trick on another classmate, and this trick will embarrass him in front of the class. You don't want to be a part of this.

   e. A friend wants you to go over to his/her house after school to play Atari, and you are supposed to go straight home after school.

   f. Your friends ask you to go to a party after the school dance. Your curfew time is 30 minutes after the dance.

   g. Situations offered by students.

REVIEW:

1. "What is a refusal? Give examples of passive, aggressive and passive-aggressive excuses."

2. "What may happen if you give an excuse?"

3. "How does a reason differ from an excuse?

FOLLOW-UP:

Arrange students in groups of five. Each student tells a time when he/she has used an excuse to get out of making a refusal. Then, student practices making the refusal without the excuse.

UNIT VI, LESSON 8

Put Downs--Teasing

OBJECTIVES:

- To learn ways to handle teasing.
- To learn to discriminate between different kinds of teasing.

VOCABULARY:

Insult, affectionate, vicious

PROCEDURE:

1. "We all have been teased at one time or another, and we have all teased someone before. Who can tell us about a time when you were teased and what happened. Who can tell us about a time when you teased someone and what happened? What are some reasons that people tease one another?" (Playfulness, expression of affection, jealousy, to be cruel.) "What kind of teasing is harmless?" (silly mistakes, playfulness) "What kind of teasing is cruel or vicious?" (Things that people have no control over such as gross physical features, handicaps, etc.)

2. "Sometimes we are confused as to whether someone is being playful or cruel when they are teasing. How can we tell the difference?" (Note facial expression, tone of voice, subject of teasing.)

3. "Sometimes we don't feel like being teased or we feel like we are picked on more than others. What are some things that can be done to prevent or stop teasing?" (Ignore it. Assertively ask not to be teased.)

4. "What could you say if a friend is making jokes about your ethnic background? The friend did not realize that this was a sensitive point--in fact, his other friends didn't mind being teased."

   (Example of possible solution: "I really like you as a friend, but when you joke about my background in front of other kids, it embarrasses me and I would appreciate it if you didn't because I want to feel good about our friendship.")

   "I really like you as a friend" indicates you are not putting your friend down. "It embarrasses me" tells how you feel. "If you didn't" states you don't want to be teased.

5. "Let's practice some ways of handling teasing. Remember the power of your communication is to look and sound as though you mean what you say. Good eye contact and a direct stance helps this image. An 'I don't like it when..' statement is clear and to the point."

6. It is most effective to utilize "real"incidents if the students can be encouraged to share their experiences of being teased. If not, it is a good idea to begin with more self-assured students, have them first tease each other about relatively harmless things, and then role play cruel teasing. Discuss the differences in the types of teasing and the ways in which the teasing was handled. (Example, harmless teasing, "I know your name is Carter. Must be nice to have such a famous last name." Example, harmful teasing, "Gee, Dumb-Dumb, it's O.K. to try to get the most, but did you have to get the most wrong on the spelling test?" "You nerd!" "What a square!"

7. Encourage as many students as possible to experience being teased so they may practice handling it effectively.

8. Emphasize the need to be less sensitive and "play along" with "harmless" teasing as well as the need to be assertive if teasing is to be discouraged.

   This is a prime opportunity for guided practice, reference to assertiveness, and problem solving.

REVIEW:

1. "What are some ways to handle teasing?"

2. "What have you learned about the different types of teasing?"

UNIT VI, LESSON 9

"Don't Get Mad, Get Even" Syndrome - Passive-Aggressive

OBJECTIVES:

- To learn to identify passive-aggressive behavior and understand the consequences of this behavior
- To learn to use assertive statements in place of passive-aggressive behavior

VOCABULARY:

Sarcasm, passive-aggressive

PROCEDURE:

1. "Many times you will see people 'getting back' at others through subtle and indirect means. This we call passive-aggressive behavior."

2. "An example of passive-aggressive behavior is being late. Such behavior can punish others by making them wait or worry. However, there are consequences for acting this way. The person who is late often punishes himself, because people come to consider him unreliable and not dependable. Can you think of other behaviors that are passive-aggressive?" (Talking behind someone's back, interrupting or changing the subject, getting sick so you cannot meet an obligation.)

3. "Sarcasm is also passive-aggressive behavior. What is sarcasm? Give some examples. What are the consequences of making these statements?" (Hurts relationships, is mistrusted, prevents person from getting what he wants.)

4. "List ten passive-aggressive remarks, and opposite these remarks list the possible consequences of those remarks."

5. Discuss and role play situations suggested by students' lists.

HOMEWORK:

Think of a situation where you might use sarcasm to let someone know you are upset with him/her. Instead of using sarcasm, discuss feelings with person in an assertive manner.

Write a paragraph on what you said and did. Discuss results.

UNIT VI. LESSON 10

How I Want to Affect Others

OBJECTIVES:

- Assist students to explore the various responses they want from others
- Make students aware of how their attitudes and expressions affect the way others relate to them
- Develop respect for each other's responses
- Help students identify and explain some of the ways they hope others will respond to them. Then show respect for the desired responses of their classmates

MATERIALS:

Paper and pencil

PROCEDURE:

1. "Let's talk for a minute about how people's actions can unintentionally arouse certain feelings in others. Sometimes people act in a certain way on purpose, to arouse specific feelings or attitudes. For example, if you want someone to respect you, you might work hard to succeed at something that person considers worthwhile."

2. Show pictures from magazine which depict responses from others. Example: "This man has succeeded in arousing a certain response from his family. What is the response?"

3. Ask students to make columns on paper for People, Responses, and Actions/Behaviors. "You will list six people such as those listed below. In a word or two state the type of response you'd like from that person, then list some specific behaviors that would bring about that response." Give examples.

People	Responses	Actions/Behaviors
1. Mom and/or Dad		
2. Teacher		
3. Principal		
4. Neighbor		
5. Sister or brother		
6. Friend		

4. When everyone has finished, have pairs of students discuss their answers. Explain that people's special needs and expectations influence the ways they want others to respond, so everyone's answers will be different. Encourage students to appreciate and respect each other's answers.

UNIT VI, LESSON 11

Going Along with the Crowd

OBJECTIVES:

- To learn that an assertive person may say "no" to a friend or group
- To practice saying 'no' assertively

VOCABULARY:

Peer pressure

PROCEDURE:

1. "Who can tell me what 'going along with the crowd' means? What is 'peer pressure?' Give some examples of things people do because they are influenced by peer pressure."
2. "Why do we often go along with what our friends do or tell us to do?" (Fear of not being part of the group, fear of losing friends, fear of being called 'square,' 'nerd,' or being considered different.)
3. "Acting assertively means that you do have the right to choose or resist drugs, alcohol, smoking, stealing, Jordache jeans, racing cars, etc. You are in charge of yourself."
4. "Role play the following situations asserting your own feelings:"
    a. Two friends want you to go to a movie that your parents have said you cannot see.
    b. A friend offers you a cigarette, and two others are smoking.
    c. You are at an after-the-football game party and beer is discovered in the refrigerator. You are offered some.
    d. Several friends who have been drinking offer to take you home from the football game.
5. Role play and discuss situations that students mention.

UNIT VI, LESSON 12

Looking Inside

OBJECTIVE

- To learn how to assertively express what we feel is "just" or "right"

PROCEDURE:

1. "An assertive person thinks of three statements: 'What do I think is right?' 'What do I want?' 'If I do this then I will take the responsibility for the consequences'."
2. "Sometimes what we desire or think is right may not be what our social consciousness tells us is right, and then we need to make judgments between these alternatives."
3. "Why do we not always do what we think is right?" (Fear of rejection, personal failure, 'significant others' are very important)
4. "Taking a risk by doing what you think is right, honest or fair, is showing self direction and assertiveness."

DISCUSS AND ROLE PLAY SITUATIONS:

1. A fire was set in one wing of your school over the weekend, causing the following results:
    a. No cafeteria meals
    b. Longer day because classrooms are closed
    c. No P.E. facilities

   You and two others know who planned and set the fire.
   What would an assertive person do?

2. Two students cheated on the algebra final test, causing the curve to be five points higher. This made your grade a C+ instead of a B. What would an assertive person do?

UNIT VI, LESSON 13

People in Authority

Found in Elementary section, page 146

UNIT VI, LESSON 14

Assertive Baby-Sitting

Found in Elementary section, page 144

UNIT VI, LESSON 15

A Success Story
The Finale

OBJECTIVES:

- to encourage students to review the semester's behavioral skills lessons and to recap what had personally been accomplished

- to instill a feeling of accomplishment and success among the behavioral class students

PROCEDURE:

1. "What are some of the things you have learned in this class? Can you think of some situations you have handled using things you have learned here?" Encourage a discussion among students. If necessary you may need to start them talking by mentioning some of the concepts presented in the lessons, and some of the ways you have seen students applying them.

2. Have each student write a success story, telling how something he has learned in class has helped him deal with a problem or change his behavior.

3. Discuss the success stories in class.

EVALUATION

EVALUATION INSTRUMENTS

Five evaluation instruments developed by the project to measure regular classroom students' achievement of the program objectives are included. (Evaluation instruments used with learning disability students are included in the Individualized Instruction for Learning Disability Students.)

Behavioral Checklist

The Behavioral Checklist measures nonproductive behavior in the school setting. As students were exposed to project materials and instructional strategies it was anticipated that some positive transfer of the social skills to the manifestation of facilitative classroom behavior would occur.

This instrument is a modification of the Emotional Lability and Personal Social Adjustment portions of the School Observation Scale, designed by William Wright to measure nonproductive behavior of special education students. Regular classroom teachers indicated that some of the items on the SOS Scale did not pertain to regular classroom students. Therefore, they decided to modify the SOS and to substitute the Behavioral Checklist in the instance of children in the regular classroom. A low score is indicative of a relatively favorable set of behaviors. A test - retest estimate of reliability was found to be .79 for a sample of 30 pupils.

Assertive Checklist

The Assertive Checklist was developed by both the project staff and the teachers. Consisting of 17 statements the scale reflects behaviors on the part of pupils that are indicative of self-confidence, willingness to take the initiative, and reasonable conformity to the expectations of teachers and significant others in the school setting.

A test - retest estimate of reliability of .70 was determined for a sample of 29 respondents.

Problem Solving Checklist

The Problem Solving Checklist contains two sub scales:

Checklist of Individual Behavior (sub scale 1). This sub scale provides a means for generating observations related to the frequency with which nonproductive or distracting behaviors of individual pupils occur with a small group setting. Fourteen categories of maladaptive individual behaviors were simultaneously recorded by two observers independently. Inter rater reliability estimates for two observers who participated in the 69 evaluations of video tapes approximated .68 for an individual observer, a value which would become .81 for the total mean score of two observers after application of the Spearman-Brown formula.

Checklist and Group Problem Solving Behavior (sub scale 2). This checklist was designed to measure the extent to which experience with project materials and strategies would result in transfer of social skills to group problem solving efforts of complex social dilemmas - an important part of day-to-day living in an adult society. Assertiveness, rather than overbearing aggressiveness or unwarranted submissiveness to dominating individuals, was felt to be essential to effective participation in a group endeavoring to solve a social problem. Observations were made as students role-played.

Inter rater reliability estimate for two observers who participated in the 69 evaluations of video tapes was also .68, a value which would be corrected to .81 for the total (mean) of two observers.

Tests Based on the Structure of Intellect Model of Intelligence

One of the advantages of basing the project on the Structure of Intellect Model of Intelligence is that tests could be constructed to measure abilities as defined by the behavioral dimension of the Model and that these tests could be administered to pupils to determine the extent to which participation in the project had increased their behavioral skills.

Of the 6 project developed behavioral measures based on abilities defined by the Structure of Intellect Model, two have been used with regular classroom students. The remaining four are used with learning disability students and are included in the Individualized Instruction for Learning Disability Students.

The two tests used with regular classroom students are CBU (Cognition of Behavioral Units) and EBI (Evaluation of Behavioral Implications). These measures were selected to represent different aspects of behavior and because in the judgement of the project staff they best represented the types of instructional activities which had been occuring in the classroom to enhance social skills. These measures were designed to determine the extent to which pupils exposed to training materials intended to enhance their sensitivity to the feelings of others as well as their capabilities to evaluate or judge critically alternative courses of action that one might take in a social dilemma.

CBU (Cognition of Behavioral Units)

Each of the first 16 of the 34 items in the Cognition of Behavioral Units (CBU) measure contains a verbal statement (or stimulus stem) that is read to the examinee and a set of four pictures, one of which illustrates the described feelings. The examinee is to select the picture of a face that in his perception most nearly corresponds to the verbal expression. The remaining 18 items contain a pictorial stimulus of a face that is to be matched with one of four alternative facial pictures that most nearly corresponds to the feeling being portrayed in the stimulus picture. The score is simply the number of correct identifications.

EBI (Evaluation of Behavioral Implications

Consisting of 20 items with a verbal stem that describes a social dilemma, the Evaluation of Behavioral Implications measure requires the examinee to select from four alternative pictures the one which depicts the most appropriate response for resolution of the difficulty posed. In other words, the examinee needs to judge in a critical way the consequences of his decisions.

BEHAVIORAL CHECKLIST

Pupil ____________________ Teacher ____________ Date __________

Please rate each statement by putting an X in the appropriate square after the statement. The squares are numbered from 1 to 5 and represent the degree to which you have noticed the described behavior. The bases for making judgments are given below:

(1) You have not noticed this behavior at all.
(2) You have noticed the behavior to a slight degree.
(3) You have noticed the behavior to a considerable degree.
(4) You have noticed the behavior to a large degree.
(5) You have noticed the behavior to a very large degree.

	(1)	(2)	(3)	(4)	(5)
1. Restless, fidgety.					
2. Short attention span - distractible					
3. Fails to complete tasks that have been undertaken.					
4. Has difficulty learning.					
5. Is upset by failure.					
6. Makes inappropriate sounds.					
7. Insists needs be met immediately.					
8. Unreasonable demands for teacher's time.					
9. Removes himself quickly from group activities.					
10. Evidences stubborn, uncooperative behavior.					
11. Bothers and/or annoys other children.					
12. Appears to be rejected by peers.					
13. Prefers to be alone.					
14. Complains of minor hurts or feeling sick.					
15. Evidences sullen, sulky behavior.					
16. Seeks company/activities of younger/older children.					
17. Resists accepting responsibility for his mistakes. Blames other children.					
18. Becomes frustrated easily.					
19. Seeks physical contact and/or affection.					
20. Teases, abuses or is aggressive toward others.					
21. Reports events/self behavior differently (than others report).					
22. Breaks rules but reports others who break them.					
23. Easily led by other children.					
24. Is disrespectful ("smart mouth").					
25. Demonstrates immature behavior.					

ASSERTIVE CHECKLIST

	Never or seldom seen	25% of time	50% of time	75% of time	Almost always seen
1. Looks directly at others when talking or listening.					
2. Uses "I" statements.					
3. Exhibits assertive posture: straight, relaxed, attentive.					
4. Pays attention to appropriate activity.					
5. Proceeds calmly after failure or criticism.					
6. Arrives on time.					
7. Uses a clear, firm voice.					
8. Keeps appointments (make-up time, detention, etc.)					
9. Responds in a calm, positive manner to compliments.					
[illegible]. Makes positive statements (not boastful) about self.					
11. Shares genuine problems or difficulties.					
12. Expresses need for help when necessary.					
13. Participates in extracurricular activities (assemblies, music, sports).					
14. Generally neat and clean.					
15. Responds positively when spoken to.					
16. Initiates positive interactions.					
17. Follows through with responsibilities.					

(Student name) (Date) (Teacher)

Problem Solving Checklist

The problem solving checklist is used to assess student behaviors during a standardized group activity. Two adults are needed for this procedure. One adult leads the group, asks the questions, and initiates role playing (this should be someone other than the regular teacher such as an aide, a volunteer, or another staff member). The teacher should do the assessment as the group proceeds. The teacher should fill out the problem solving checklist from a place where all students can be seen clearly. The vantage point should be as far from the group as possible to minimize student distraction. (If video tape is used, the teacher should operate the camera. In this case, the checklist can be filled out while watching the tape at a later time.)

Procedure: Seat students in a row or semi-circle. List students names on the checklist in the order they are seated, starting from the left.

1. Individual Behavior - The leader begins by saying: "I am going to start on my left and ask each of you three questions. Everyone will have a turn. Answer the questions as best you can." The leader should use the questions on the accompanying sheets. "Primary" for students in grades one to three, "Upper" for students in grades four to six. There are enough questions for 12 students. If more questions are needed, return to number one and continue down list again. The leader should accept all answers, right or wrong, without comment.

The checklist should be filled out as the students are asked the questions. A student is scored while he or she is being asked questions and while he or she is immediately next to the student being asked questions (a total of three times). When a student exhibits a behavior on the checklist, make a tally mark in the appropriate box. The marks are totaled for an "Individual Behavior" score for each student.

2. Group Problem Solving - The leader introduces this activity by saying: "You are now going to do some role playing. This is like acting. You will come to the front in groups; I will give you some directions, and you will have a few minutes to act out a scene. Each of you will have a turn in one of three groups." The leader should divide the students into three role play groups and the names of the students should be recorded for each group. One group at a time is asked to stand up and the leader explains their "role play situation" to them. The three "role play situations" are on the accompanying sheet. Each group should be allowed to "role play" for about two minutes.

The second part of the checklist should be filled out as the students role play. When a member of the role playing group exhibits "doormat," "bully," or "assertive behavior", a tally mark should be made in the appropriate space. The marks are totaled for a group score.

Preassessment should be done early in the year (preferably before much instruction). Posttesting should be done using the identical seating arrangements and the identical groups for role playing.

Primary Grade Questions

1. What is your favorite food?
   How many people are in your family?
   How much is 126 divided by 9?

2. What is your favorite food?
   What color is your hair?
   How much is 93 and 28?

3. What is your favorite food?
   Name another student in the group.
   How many feet are in a mile?

4. What is your favorite food?
   How old are you?
   How many days are there in two months?

5. What is your favorite food?
   How many people are there in your family?
   Who invented the sewing machine?

6. What is your favorite food?
   How old are you?
   How many feet are there in seven yards?

7. What is your favorite food?
   What color is your hair?
   What month comes after July?

8. What is your favorite food?
   Name another student in the group.
   What is the smallest state in the United States?

9. What is your favorite food?
   What color is your hair?
   How many months are in three years?

10. What is your favorite food?
    How old are you?
    How many minutes are there in two and one half hours?

11. What is your favorite food?
    Name another student in the group.
    How many inches make nine feet?

12. What is your favorite food?
    How many people are in your family?
    How much is 112 and 65?

Upper Grade Questions

1. What is your favorite food?
   How many people are there in your family - how many boys and how many girls ?
   How much is 174 and 68?

2. What is your favorite food?
   Name three students in this room.
   What is the smallest country in the world?

3. What is your favorite food?
   What is the name of the teacher you had in the first grade?
   How many minutes are there in four and three quarter hours?

4. What is your favorite food?
   When is your birthday and how old are you?
   How many things are in 14 dozen?

5. What is your favorite food?
   How many people are in your family - how many boys and how many girls?
   Who invented the radio?

6. What is your favorite food?
   Name three students in this room.
   How many nickels are there in seven dollars?

7. What is your favorite food?
   How many people are in your family - how many boys and how many girls?
   How many meters are there in one half mile?

8. What is your favorite food?
   What is the name of the teacher you had in first grade?
   What is the capital of Idaho?

9. What is your favorite food?
   Name three students in this room.
   How much is 143 divided by 11?

10. What is your favorite food?
    When is your birthday and how old are you?
    What is the distance from Los Angeles to Paris, France?

11. What is your favorite food?
    What is the name of the teacher you had in first grade.
    How many days are there in three years?

12. What is your favorite food?
    Name three students in this room.
    How many grams make up two and one half pounds.

ROLE PLAY SITUATIONS

1. Missing Lunches:
   2 - 4 students plus adult
   Student(s) A (and B) tell adult that they are sure student(s) X (and Y) took and ate their lunches. Student(s) X (and Y) were in fact playing around by the lunches, but they did not take any.

2. Lunch Line:
   2 - 4 students plus adult
   Student(s) A (and B) have been waiting a long time in a long line for lunch. Student(s) X (and Y) have to catch a bus and the adult in charge has told them to go to the front of the line. Student(s) A (and B) know nothing about the bus.

3. The Game:
   3 - 4 students plus adult
   Students A, B, C (and D) have all been told by the teacher that if they get 100% on their spelling tests they will be able to play a game (a two person game) for 15 minutes. They all worked hard, got 100% on the tests, and they all want to play very much, but only two can play. Adult hands a "board game" to one of the students.

PROBLEM SOLVING CHECKLIST

Checklist of Individual Behavior Student	Poor Eye Contact	Fidgety	Poor Attention	Shrug or Grimace	Inappropriate Smile; Giggle	Stalling	Ends Answer with Question	Answers too Quickly	Hard to Understand	Poor Sitting Posture	No Response	Hands in Face	Misc.

Checklist of Group Problem Solving Skills

1. Doormat Bully Assertive
2. Doormat Bully Assertive
3. Doormat Bully Assertive

LEARNING ABOUT SOCIAL BEHAVIOR

Answer Sheet

1. A B C D
2. A B C D
3. A B C D
4. A B C D
5. A B C D
6. A B C D
7. A B C D
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. A B C D
13. A B C D
14. A B C D
15. A B C D
16. A B C D
17. A B C D
18. A B C D
19. A B C D
20. A B C D
21. A B C D
22. A B C D
23. A B C D
24. A B C D
25. A B C D
26. A B C D
27. A B C D
28. A B C D
29. A B C D
30. A B C D
31. A B C D
32. A B C D
33. A B C D
34. A B C D
35. A B C D

CBU
(Cognition of Behavioral Units)

Instructions, Answers, and Age Level Equivalents

Instructions:

The instructions for this test are printed on the test booklet. It should be noted that the format changes after item 16. A second example follows item 16. One point is scored for each correct answer. The examples are not included in the scoring. There is no time limit for this test.

Answers:

Example	
1.	C
2.	A
3.	D
4.	B
5.	D
6.	A
7.	A
8.	D
9.	D
10.	A
11.	B
12.	B
13.	C
14.	C
15.	B
16.	B

Example	
17.	C
18.	B
19.	A
20.	B
21.	C
22.	B
23.	C
24.	B
25.	D
26.	A
27.	D
28.	A
29.	D
30.	A
31.	A
32.	D
33.	D
34.	A

Age Level Equivalents

16	BN
17	5.6
18	6.1
19	6.7
20	7.2
21	7.11
22	9.3
23	11.6
24	AN

SOME QUESTIONS REQUIRE A DISCRIMINATING LOOK BECAUSE THE EMOTION MAY BE REGISTERED IN ONE PART OF THE FACE IN THE EXAMPLE AND IN ANOTHER PART OF THE FACE IN THE ANSWER.

#25. Extreme sadness to the point of crying is shown in the example and then again shown by the passive covering of the face in Answer D.

#31. Fear is registered in the brow, eyebrow area of the example to be matched, and in the mouth area of Answer A.

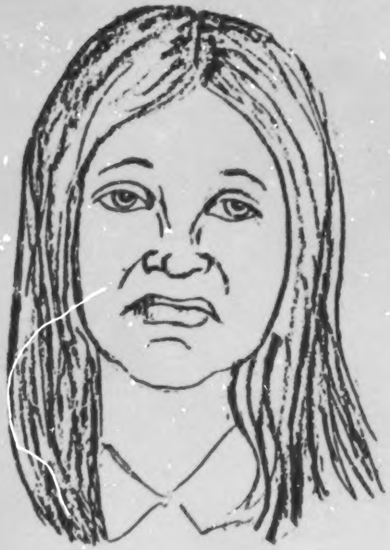
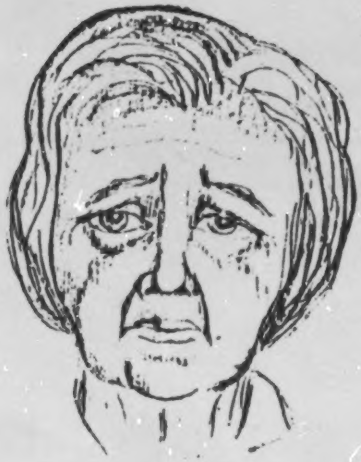
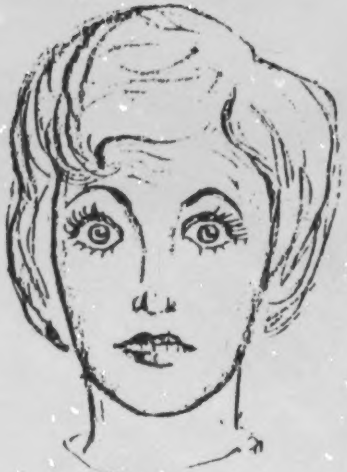
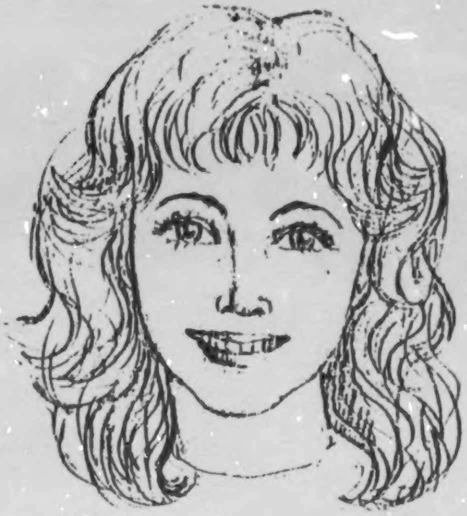
#32. Surprise is shown in the eye, eyebrow area of the example to be matched, and in the eyebrow, brow area of Answer D.

#33. Fear is registered in the body posture and hands pushing back of the example and in the withdrawing, protective arms and shoulders of Answer D.

#34. Surprise is registered in the mouth area of the example and in the eye, eyebrow area of Answer A.

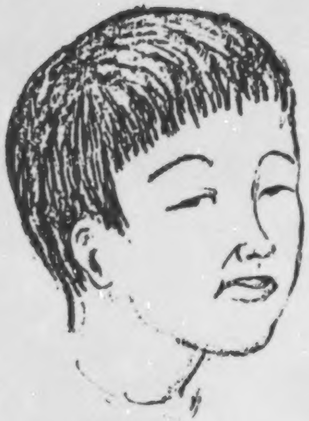
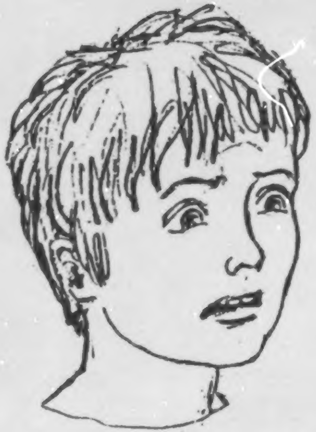
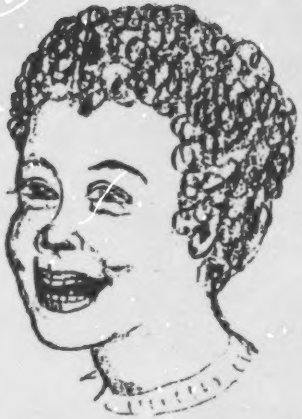
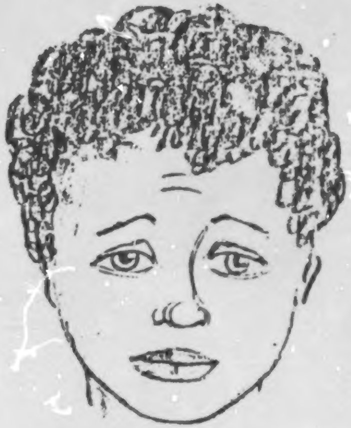
CBU
(Cognition of Behavioral Units)

EXAMPLE: Find the one who is sad.

1. Find the one who is happy.

177

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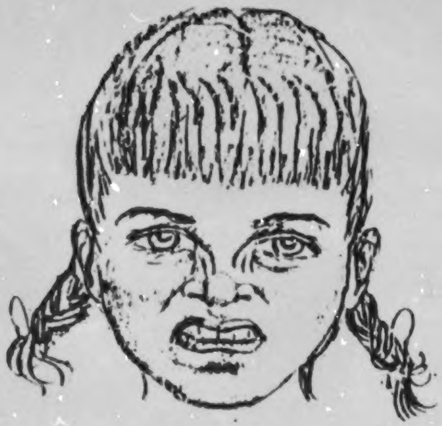
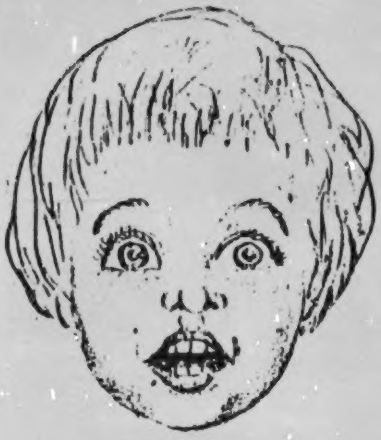
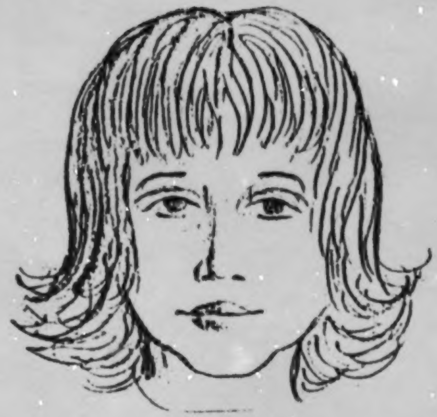
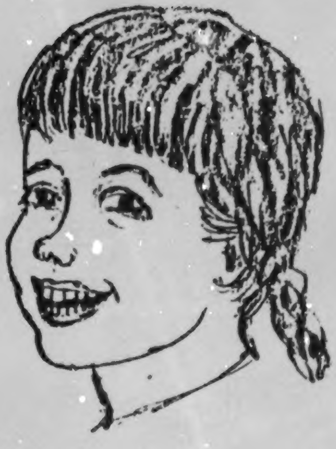
2. **Find the one who is disgusted or doesn't like something.**



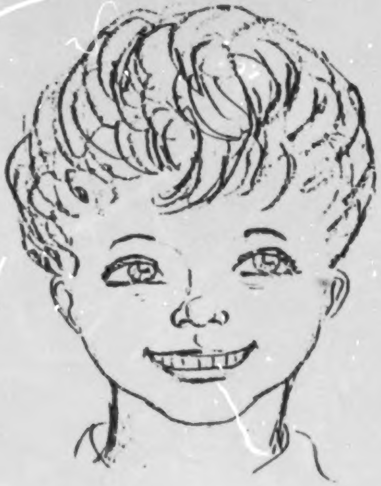


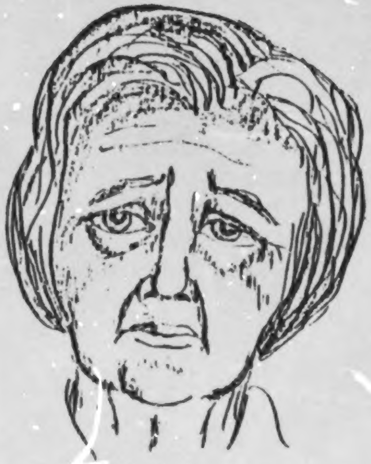


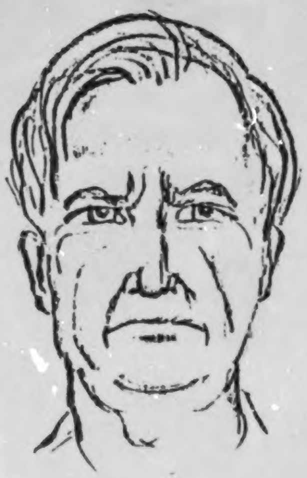


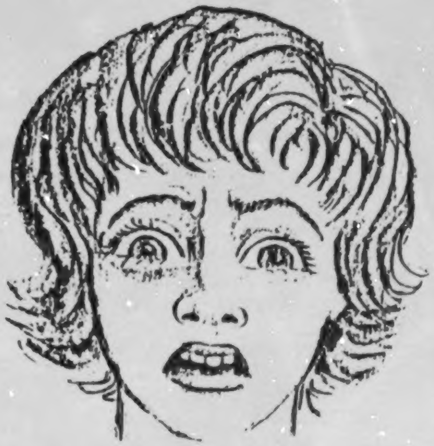
3. **Find the one who is afraid.**

178

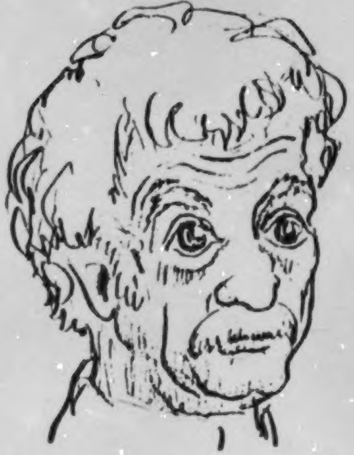


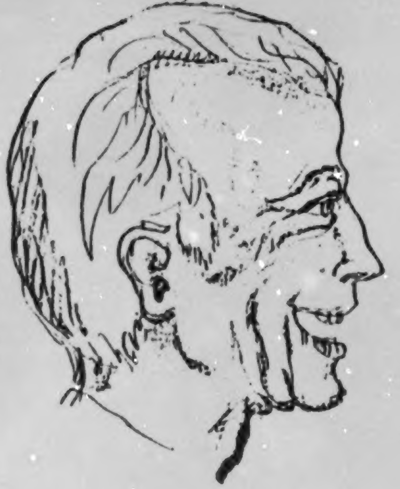


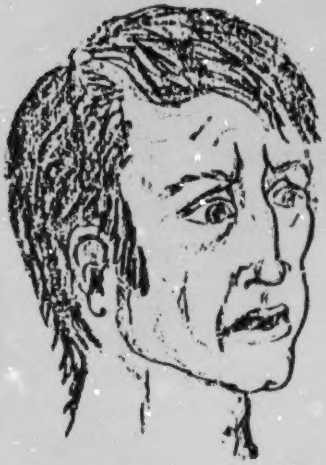


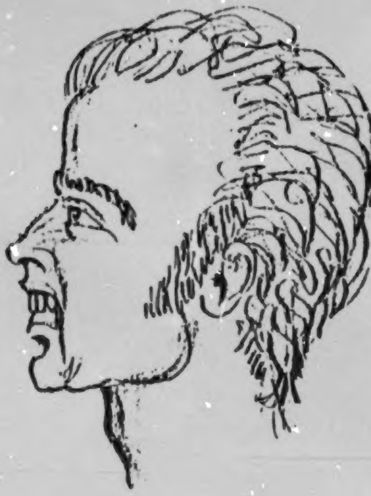


4. Find the one who is happy.

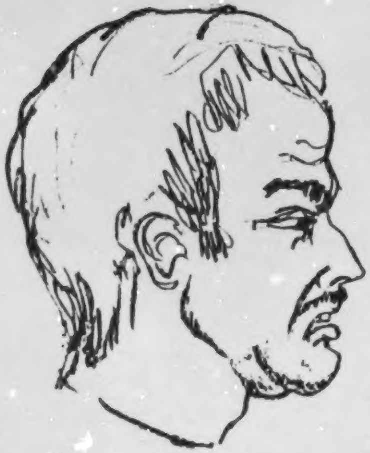


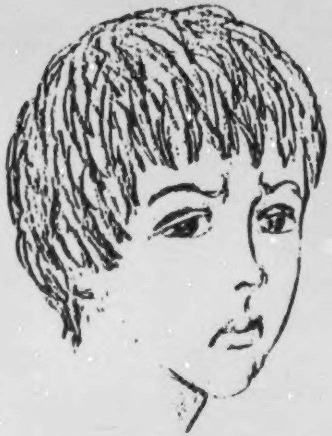


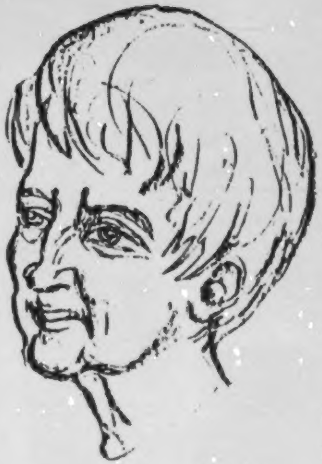


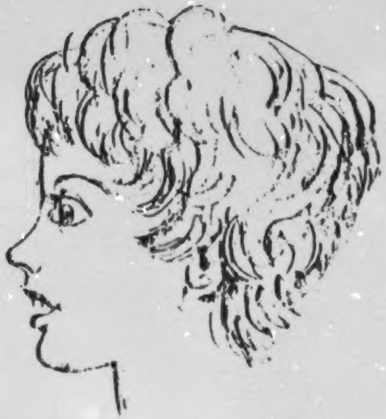


5. Find the one who is surprised.









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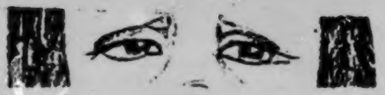

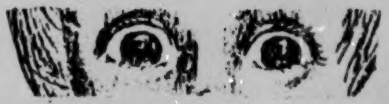

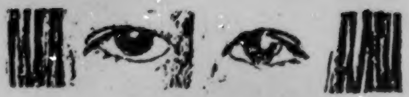

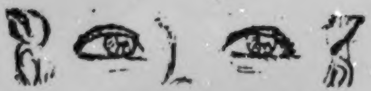

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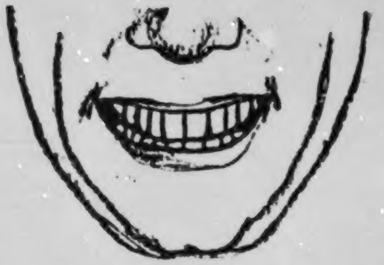
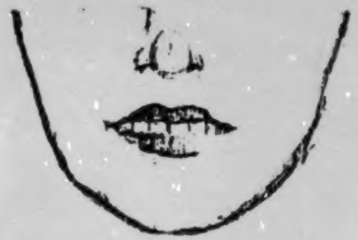
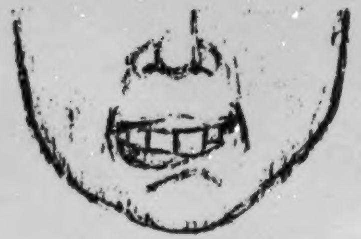
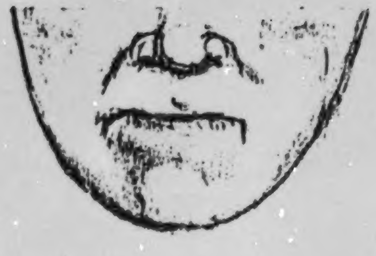
7. Find the one who is happy.

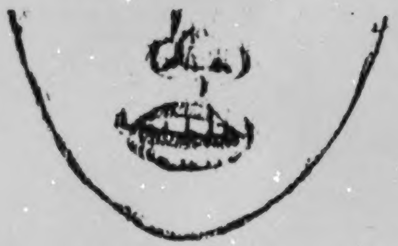
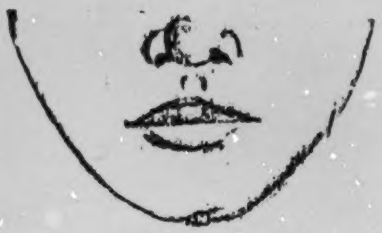
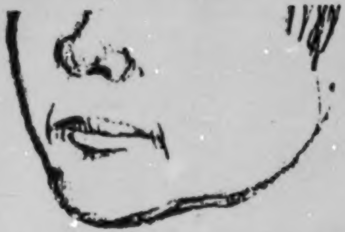
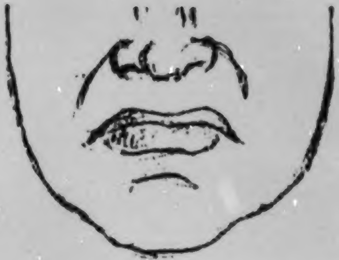








8. **Find the one who is disgusted or doesn't like something.**

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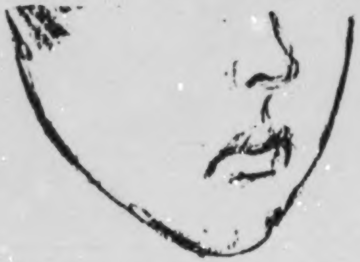
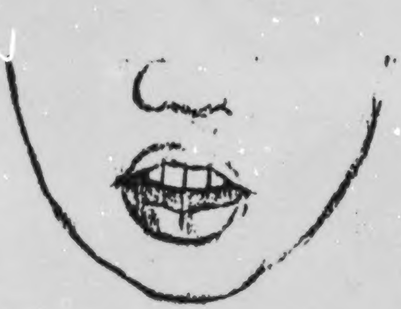
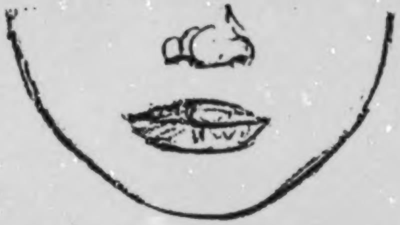
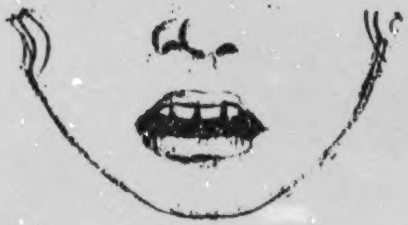
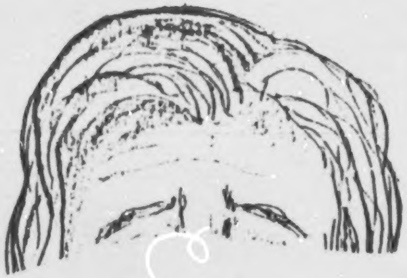
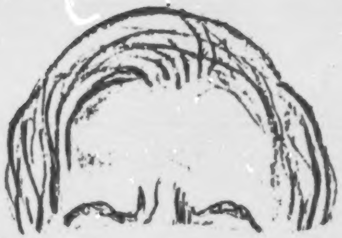
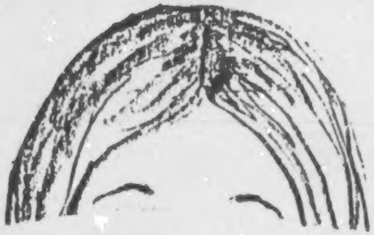
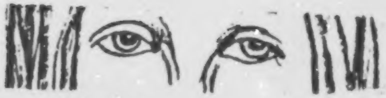
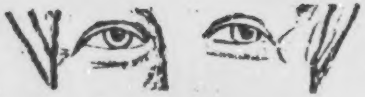
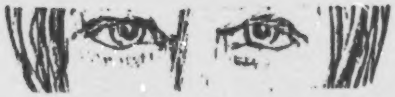
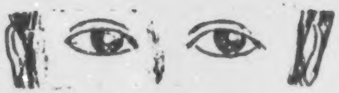





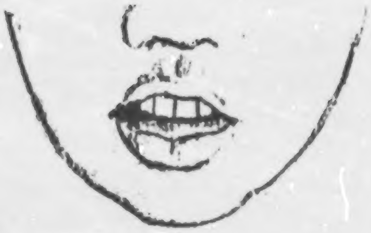
10. Find the one who is surprised.

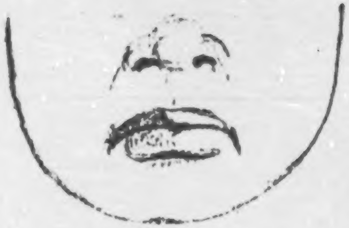




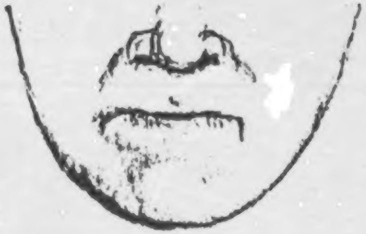
11. Find the one who is happy.

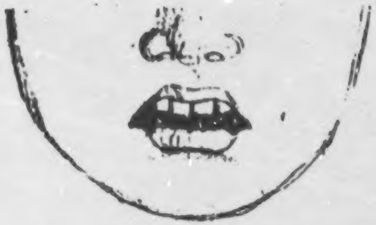





12. Find the one who is sad.

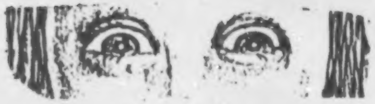


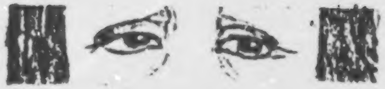


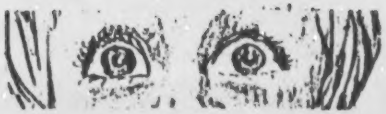


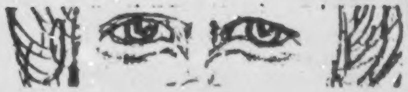


13. Find the one who is surprised.

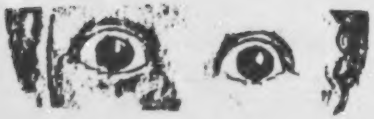


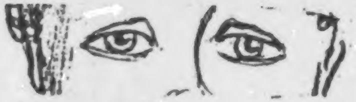


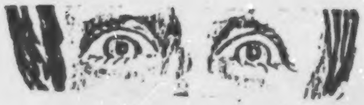


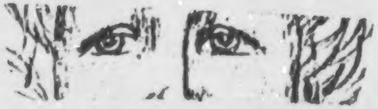


14. **Find the one who is afraid.**

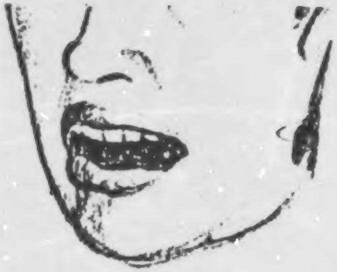


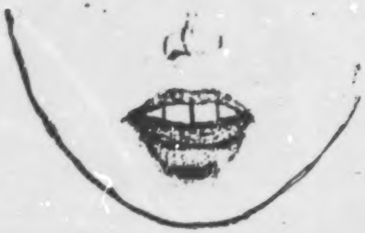


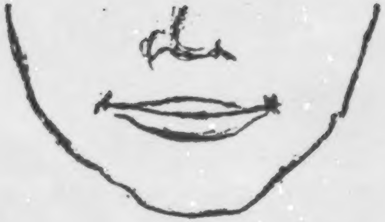


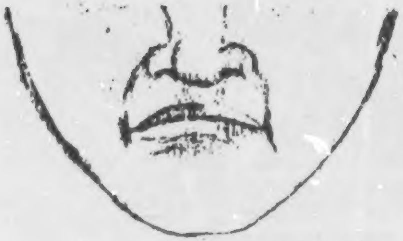


15. **Find the one who is surprised.**

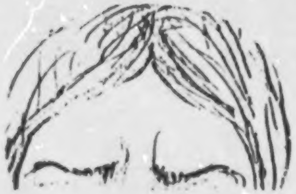


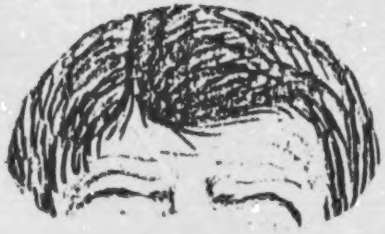


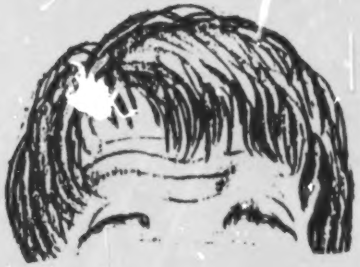


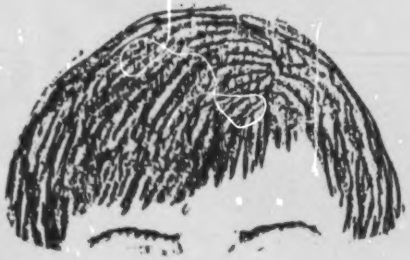


16. Find the one who is afraid.









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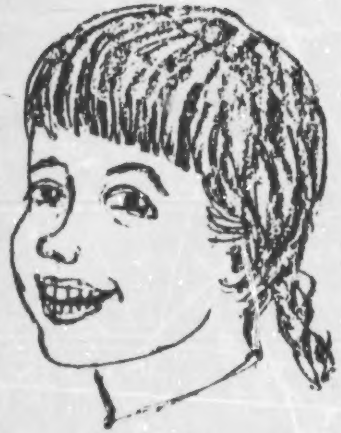
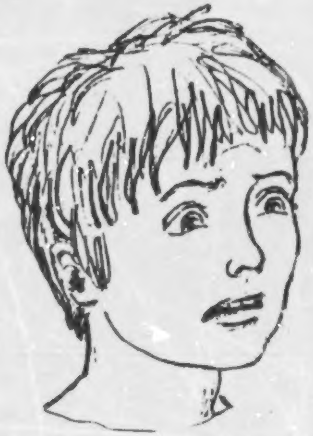
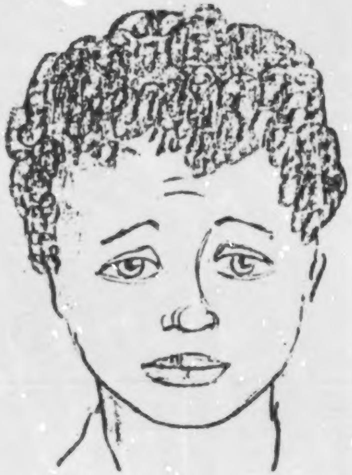
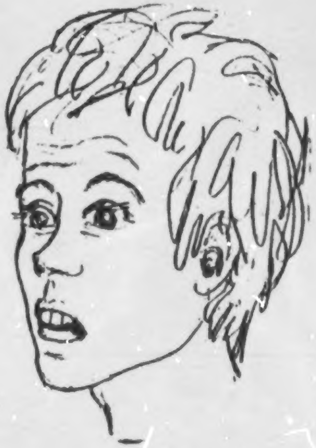
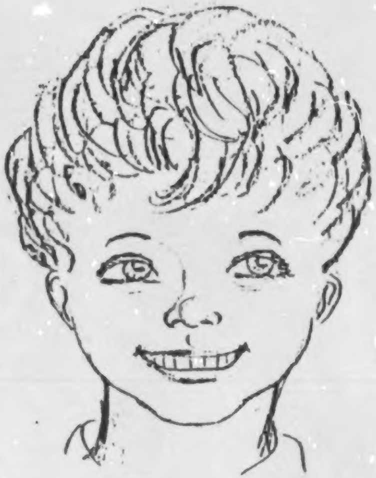
EXAMPLE: Find someone from the group of pictures to the right of the line who feels the same way as the person on the left.











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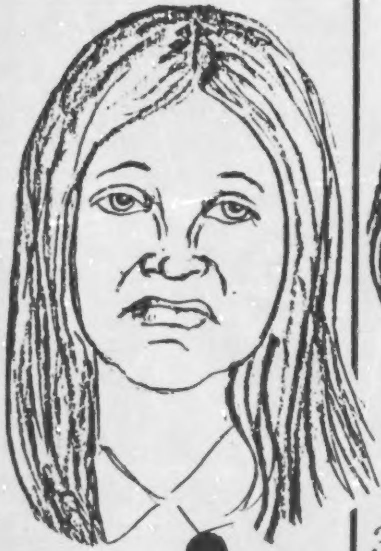
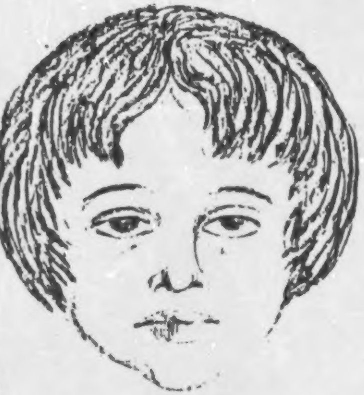
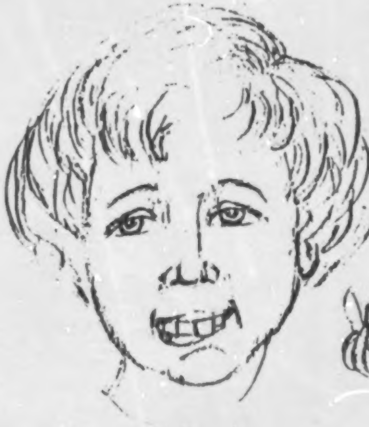
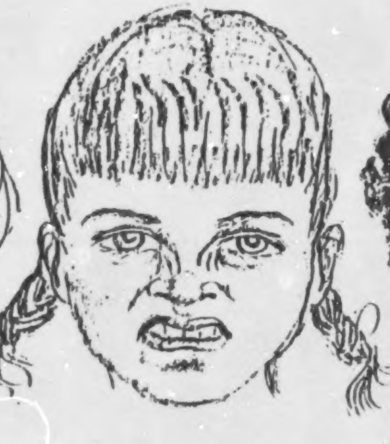
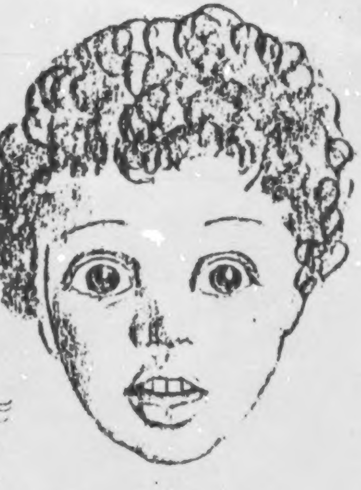
17.











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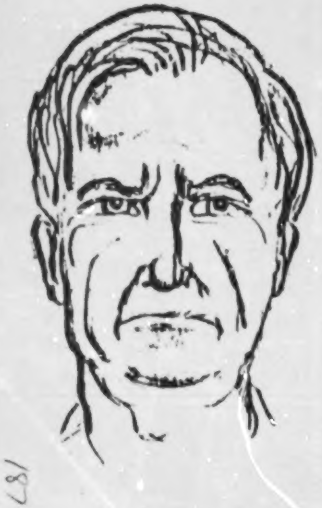

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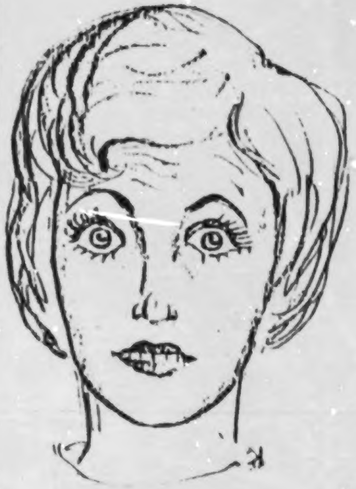

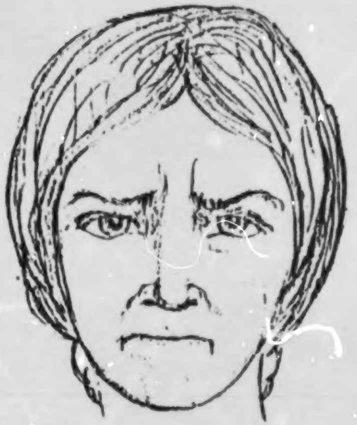

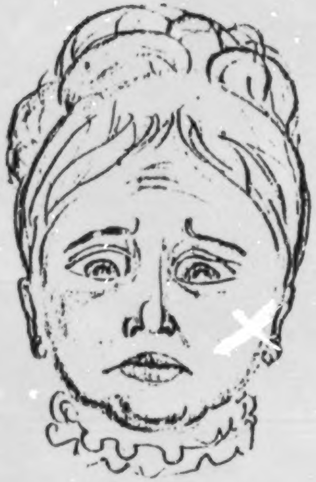

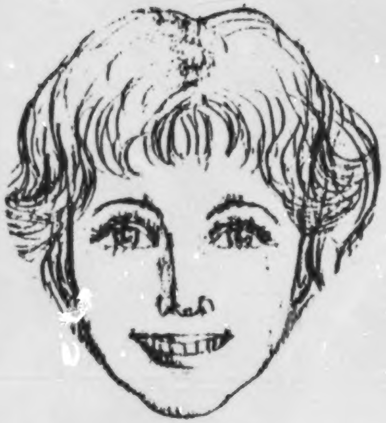

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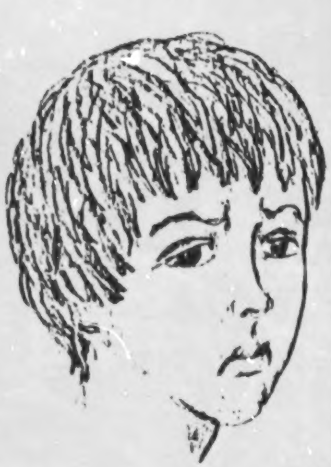

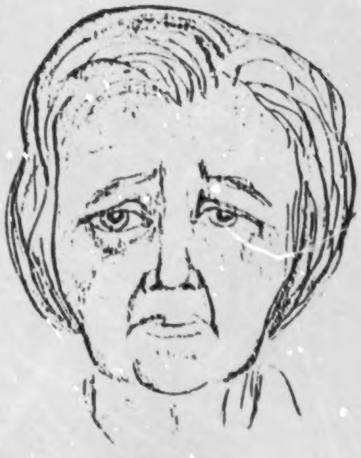

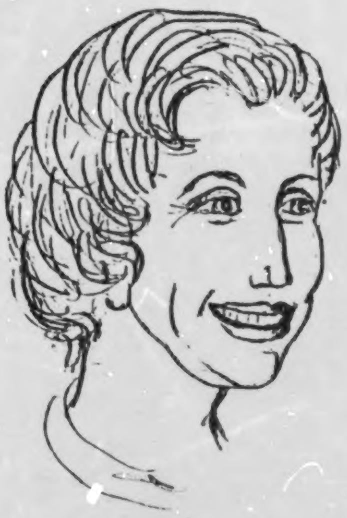

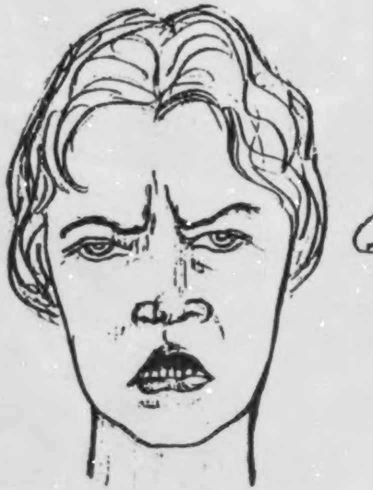

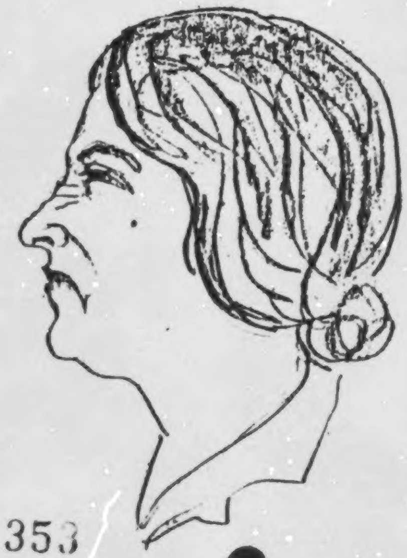

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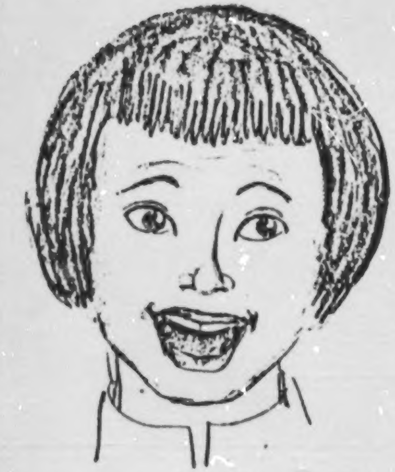

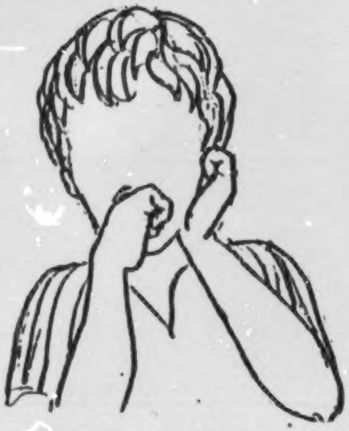

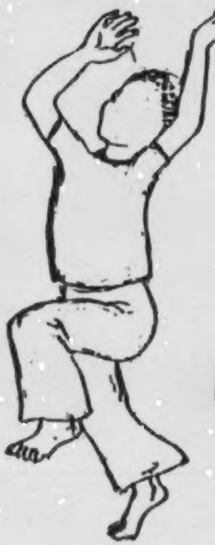

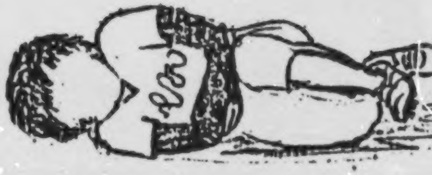

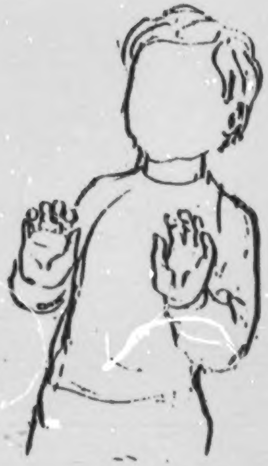

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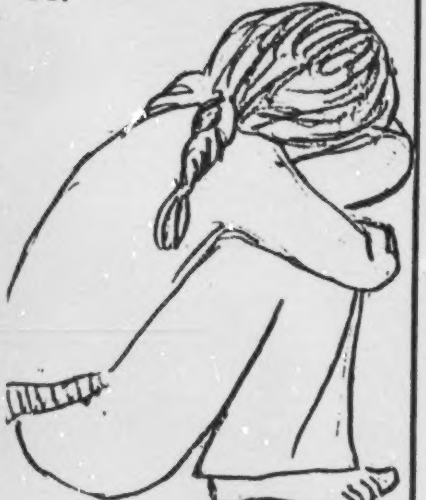

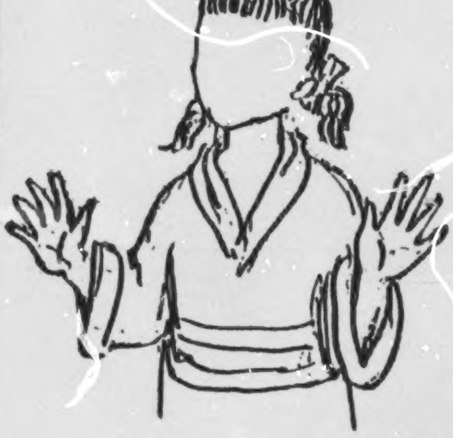

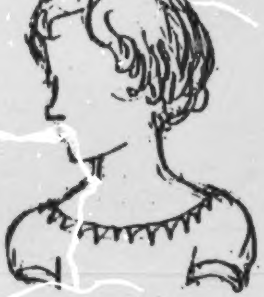

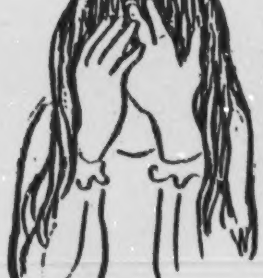

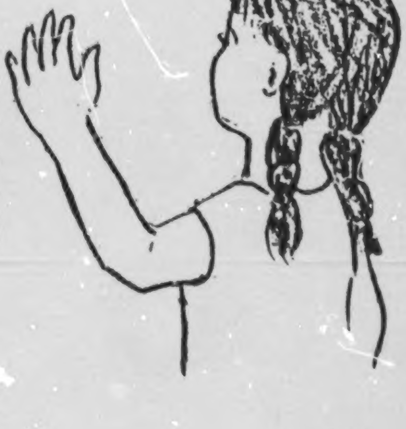

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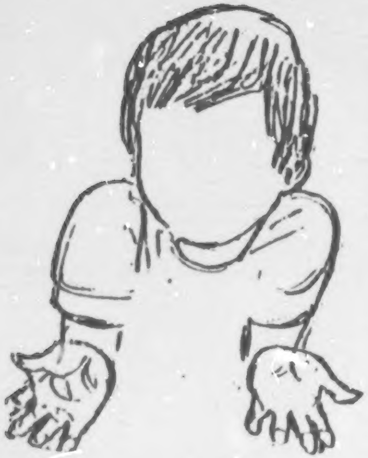

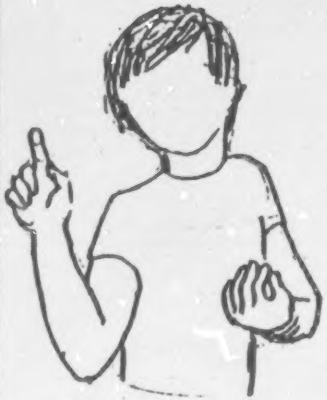

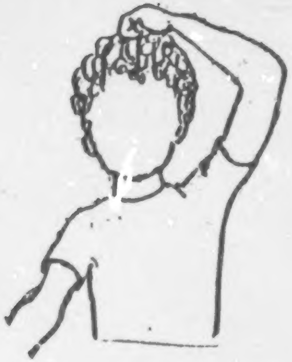

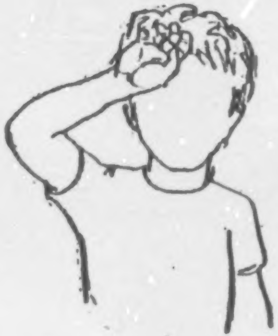

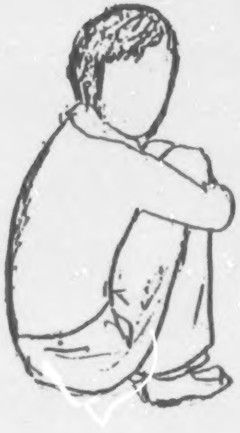

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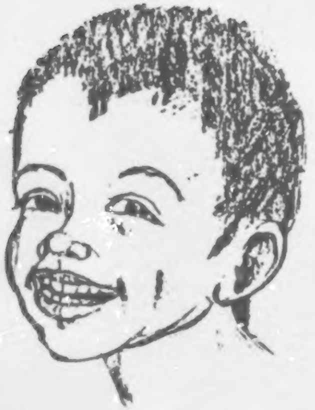

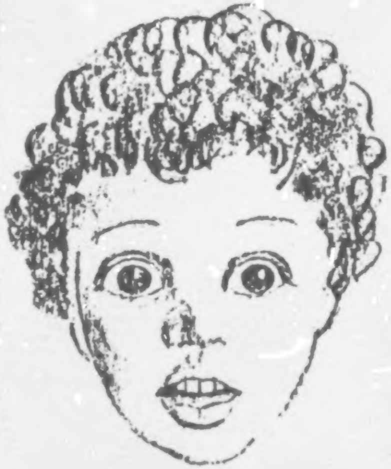

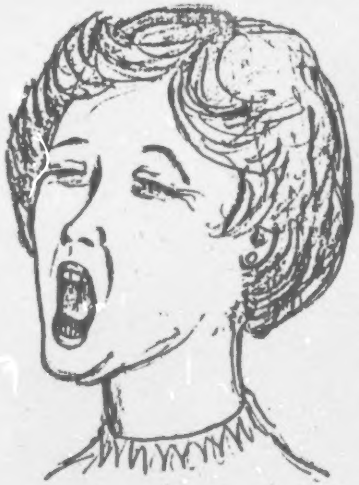

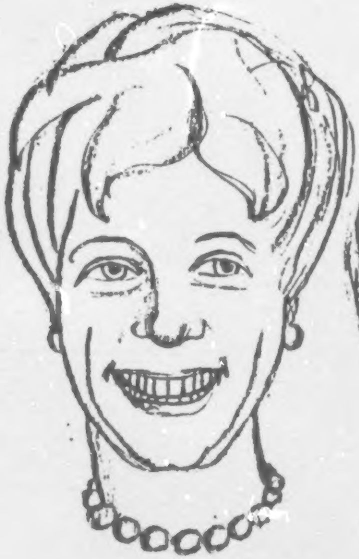

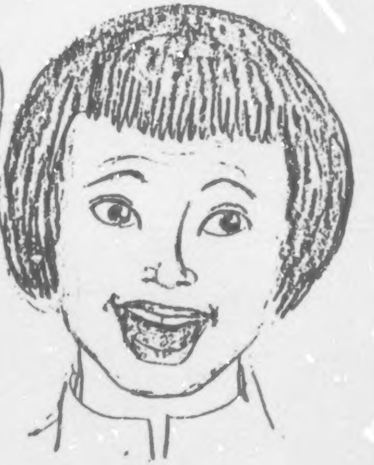

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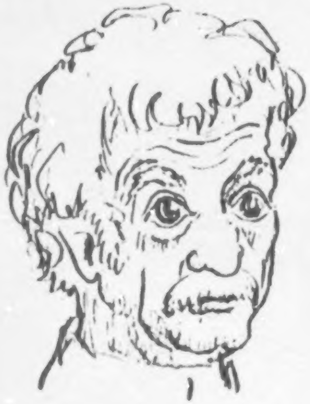

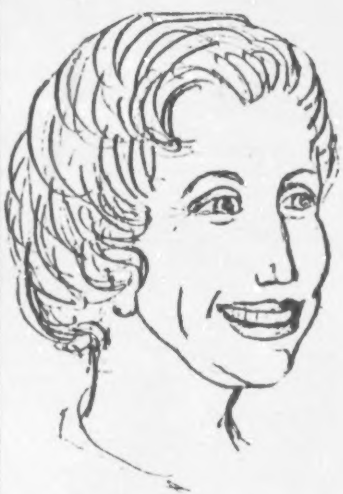

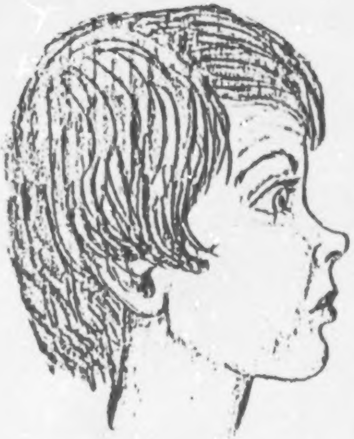

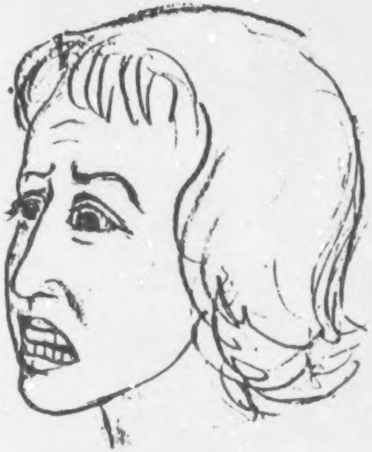

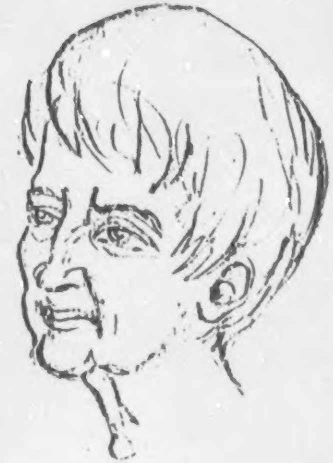

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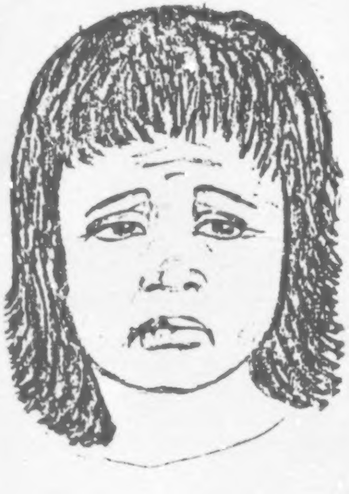

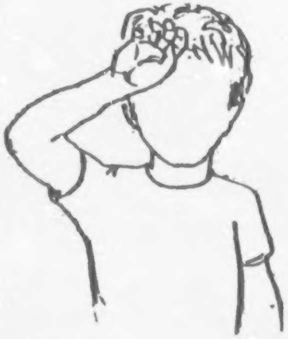

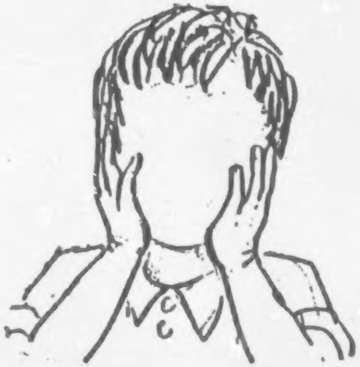

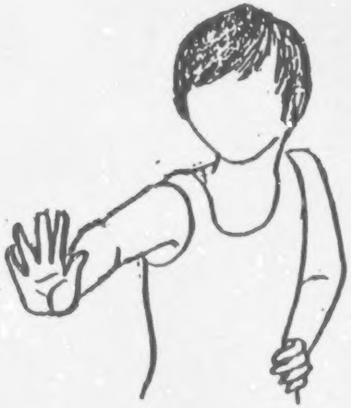

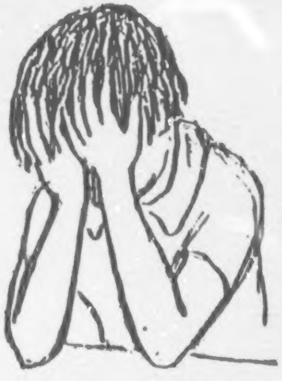

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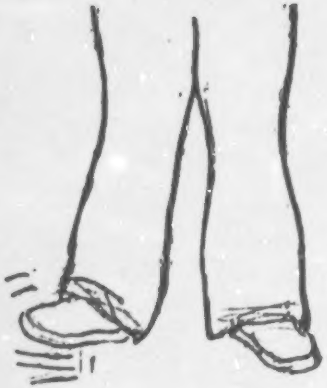

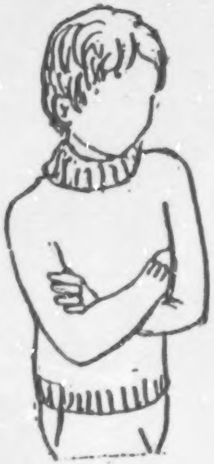

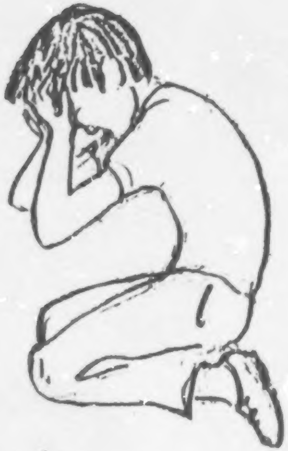

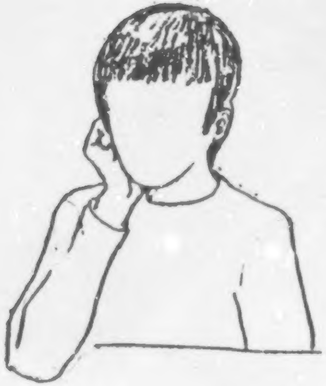

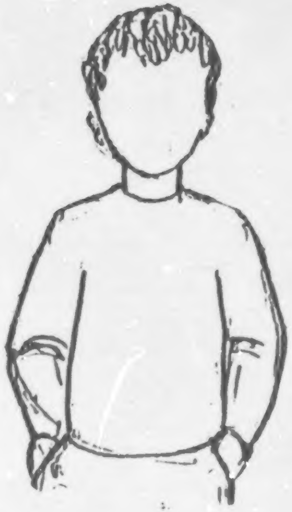

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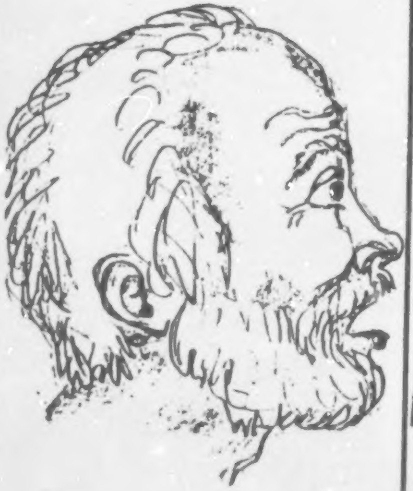

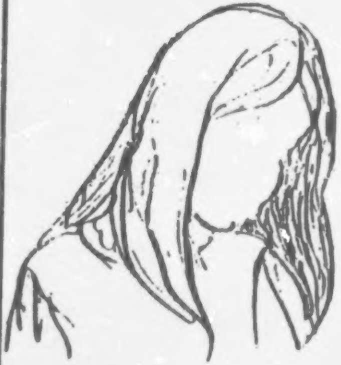

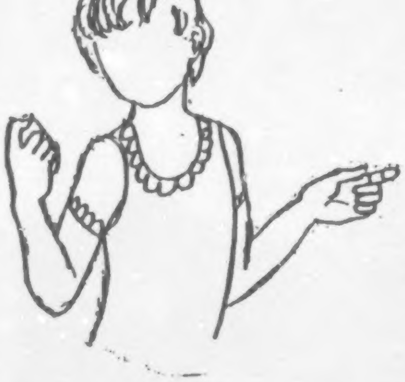

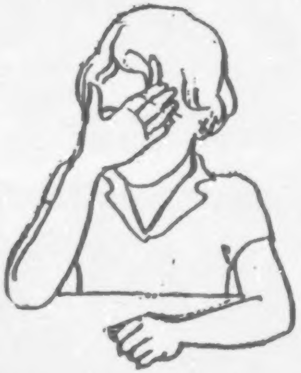

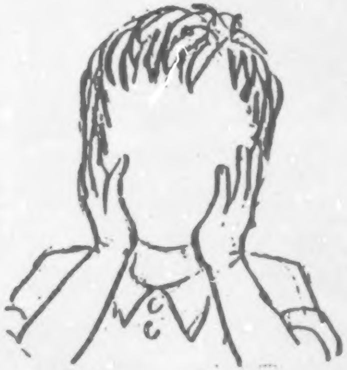

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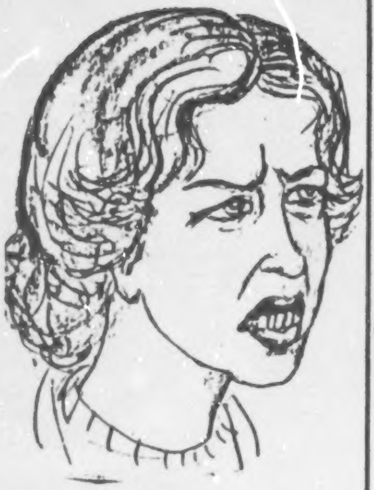

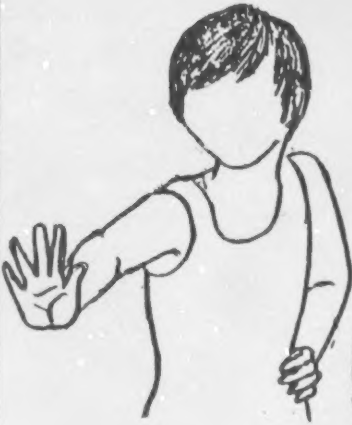

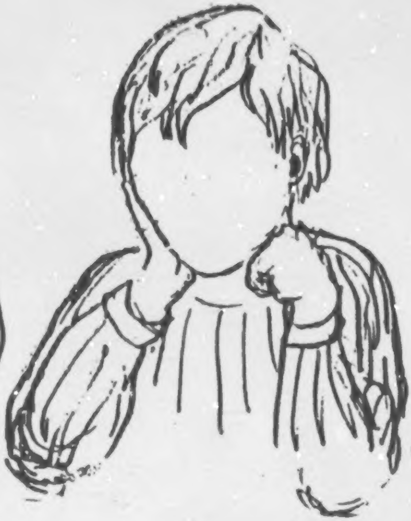

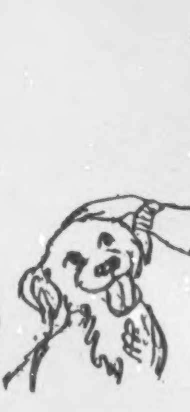

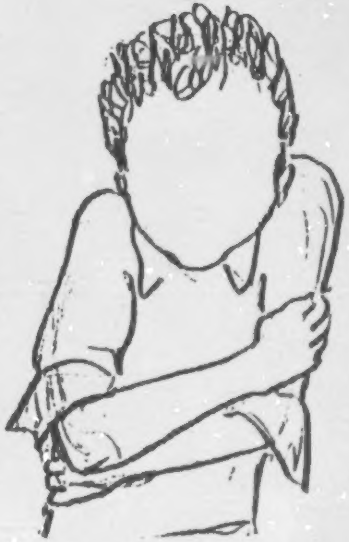

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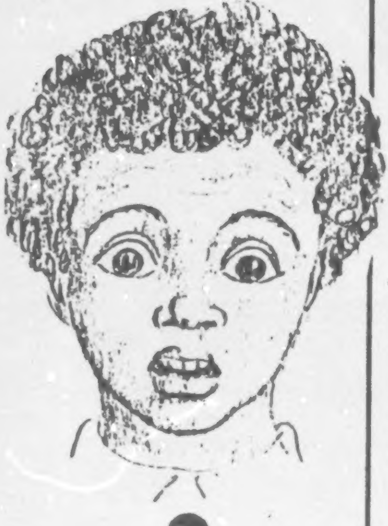

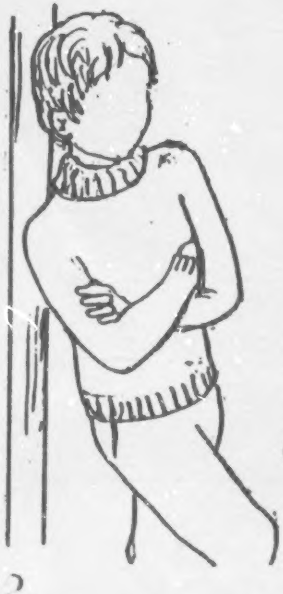

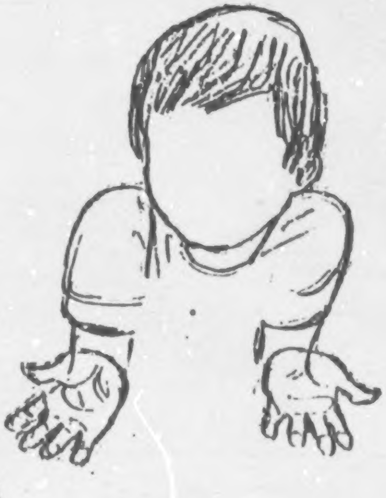

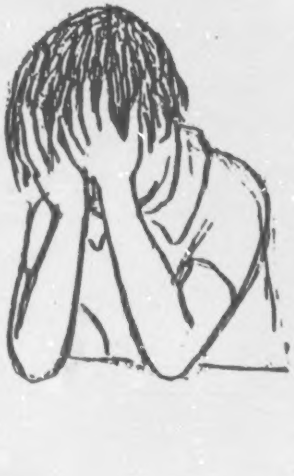

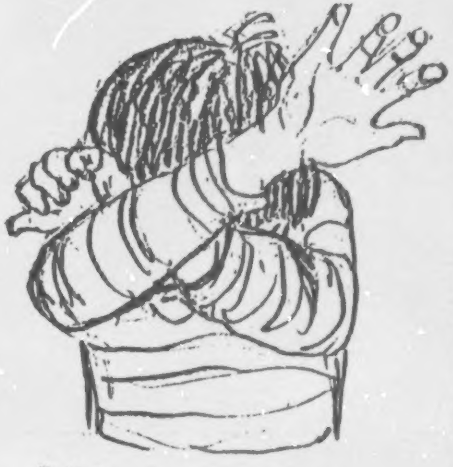

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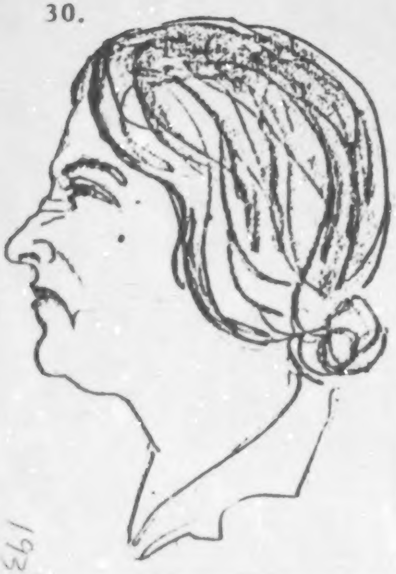

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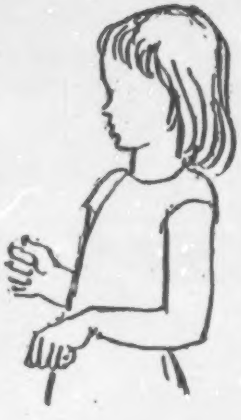

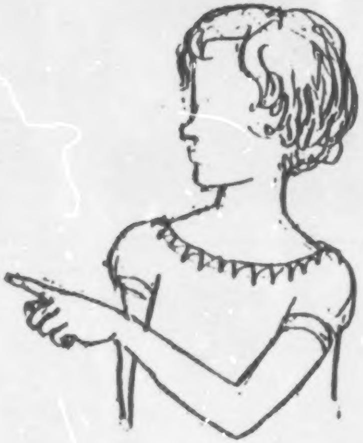

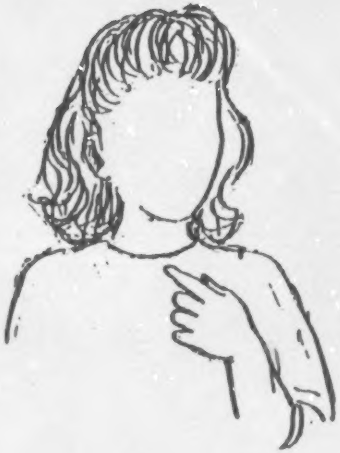

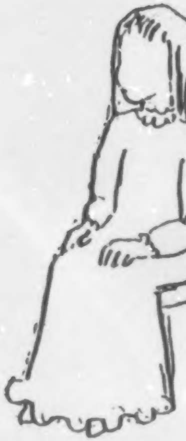

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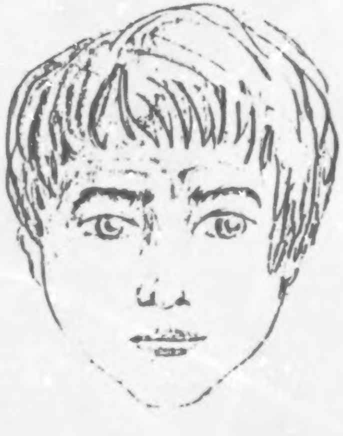

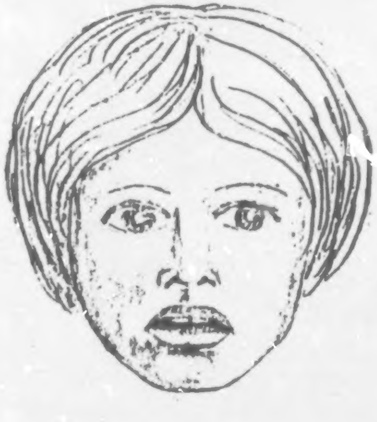

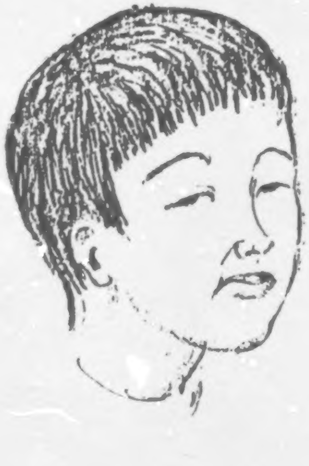

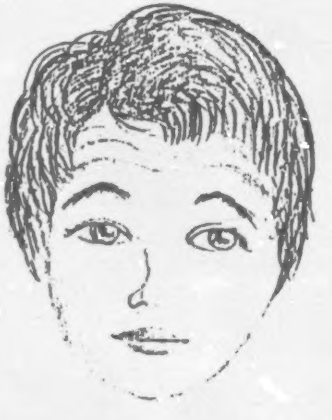

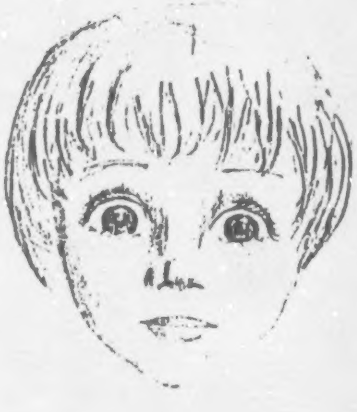

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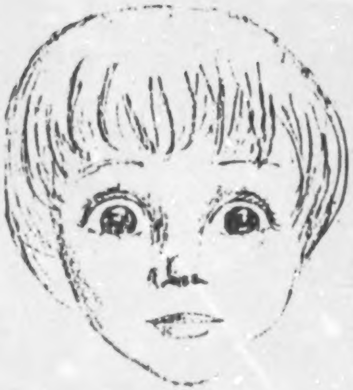

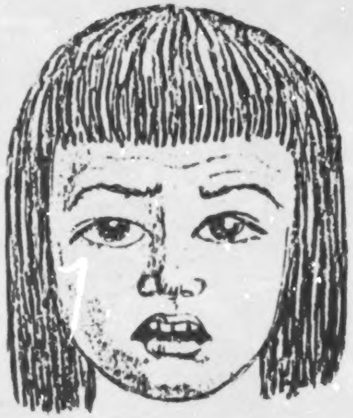

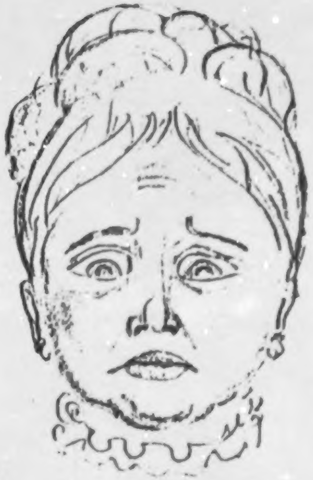

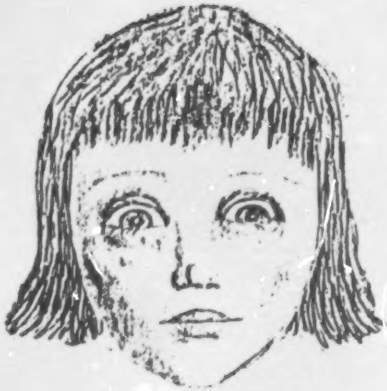

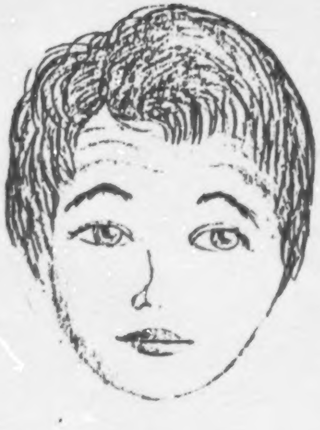

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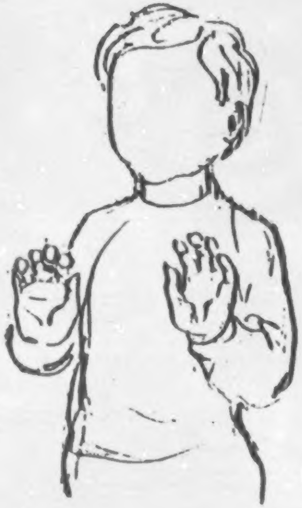

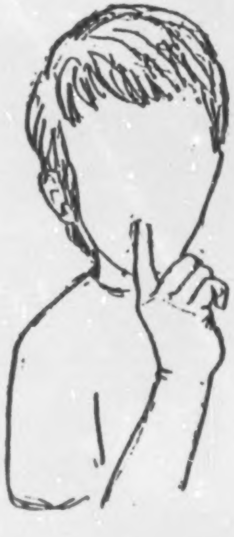

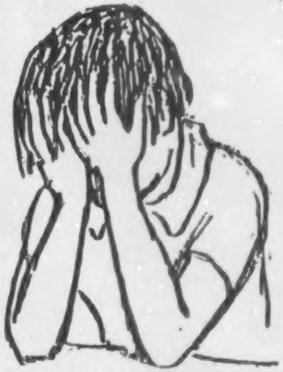

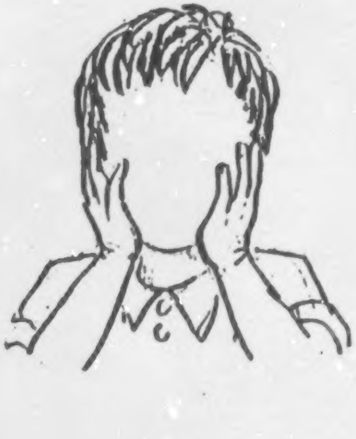

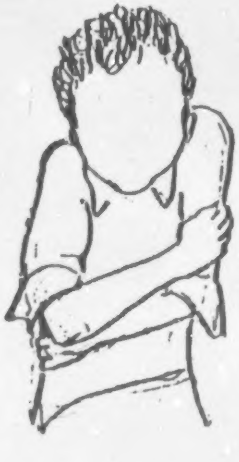

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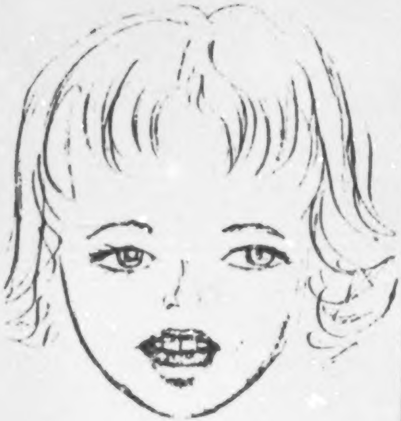

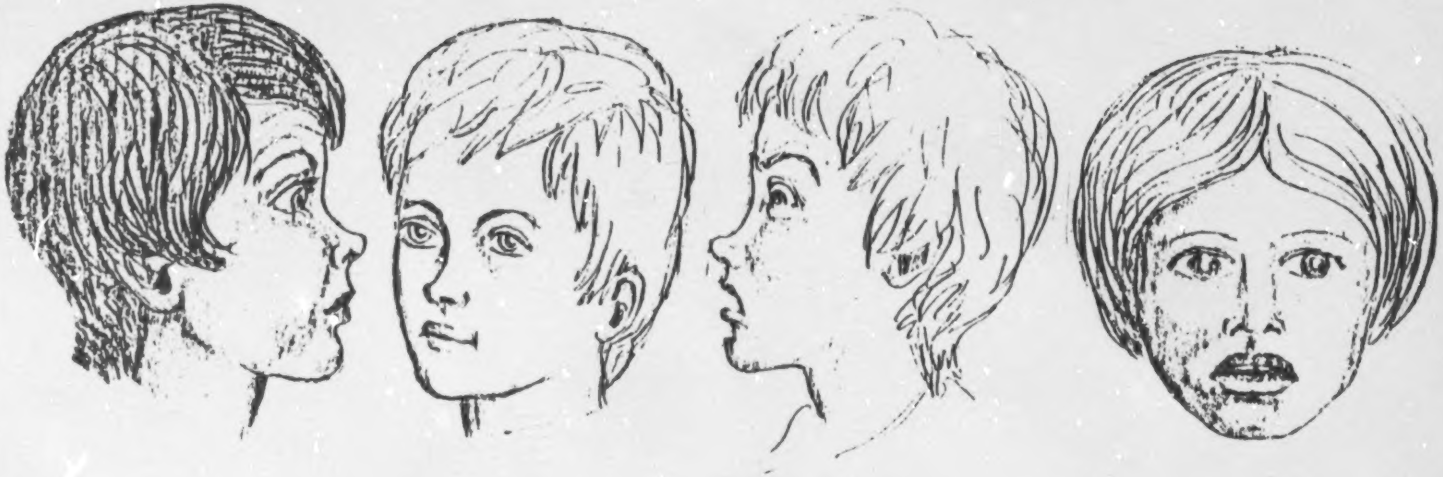

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EBI
(Evaluation of Behavioral Implications)

Instructions, Answers and Age Level Equivalents

Instructions:

"On each page you are to determine what would be the best course of action (the best thing for you to do) in a different type of situation."

Have students look at the pictures on the example page.

"What would be the best thing to do if you see someone cutting a picture out of a book in the library?"

Give students a few minutes to study the pictures. "Since the boy doing the cutting is larger and older it would be best for the young boy who sees him to tell the librarian."

"Do the rest of the pages in the same way. Read the sentence at the top of the page, look at the pictures, and choose the one that shows the best thing to do in that situation."

One point is given for each correct response. The examples are not included in the scoring. There is no time limit for this test.

Answers:

Example	
1.	C
2.	A
3.	B
4.	A
5.	C
6.	A
7.	D
8.	B
9.	B
10.	C
11.	D
12.	B
13.	B
14.	B
15.	B
16.	C
17.	B
18.	D
19.	D
20.	D

Age Level Equivalents

9	BN
10	5.11
11	6.2
12	6.7
13	7.4
14	8.4
15	10.4
16	AN

It is preferred that students will spend some time studying the social clues in determining the dynamics of the situation. After the test is taken, students may like an explanation for some of the situations presented in EBI. The following is a brief explanation for each situation presented in EBI.

1. a. The girl is throwing her lunch in the trash barrel.
   b. The girl is eating the lunch.
   c. The girl is explaining to the cafeteria lady that she is allergic to the food.
   d. The girl is looking at her lunch but not eating.

2. a. She is politely thanking him for the gift.
   b. She is handing the football back to the boy, showing her disapproval.
   c. She is obviously angry about receiving a football as a gift.
   d. She looks very enthusiastic about receiving a football.

3. a. The accused boy is looking sad as his accuser points his finger at him.
   b. The accused boy is denying that he broke the window.
   c. The accused boy is saying the other boy broke the window.
   d. The two boys are fighting about it.

4. a. The boy is raising his hand to tell the teacher his dilemma.
   b. The boy is rushing through the test so he can go to the principal's office.
   c. The boy is taking the test and is not going to the principal's office.
   d. The boy is leaving the room without any explanation to the teacher.

5. a. The girl is very angry at the lady who sold her the defective ice cream bar.
   b. The girl is complaining to her friend about the missing ice cream.
   c. The girl is assertively explaining the problem to the lady.
   d. The girl is sadly eating her half ice cream.

6. a. The boy is doing his homework in the afternoon.
   b. The boy is watching T.V. and doing his homework at the same time.
   c. The boy is watching T.V. instead of doing his homework.
   d. The boy is doing his homework instead of watching his friend on T.V.

7. a. The girl has received a compliment from a friend (who is wearing old, torn clothes), and she is telling this person that she likes what he is wearing.
   b. The girl who has received the compliment looks uncomfortable and is rejecting the compliment.
   c. The girl who has received the compliment looks disgusted and is saying something such as, "This old rag?"
   d. The girl who received the compliment is smiling and saying, "Thank You".

8. a. The boy looks sad and is not asking for help.
   b. The boy is asking for help.
   c. The boy is doing history instead of math.
   d. The boy is copying from another student.

9. a. The boy is asking a passer-by if she lost the money.
   b. The boy is turning the money in to the park office.
   c. The boy is leaving the money on the park bench.
   d. The boy is putting the money in his pocket and plans to keep it.

10. a. The boy is getting some cleanser to try to clean the sofa himself.
    b. The boy is rubbing the stain with his sleeve, hoping it will rub off.
    c. The boy is telling his mother about the spilled chocolate.
    d. The boy is turning the cushion over so the chocolate stain won't show.

11. a. The girl is talking to her friend about something else and ignoring the inside-out blouse.
    b. The girl is pointing out the problem in front of other children.
    c. The girl is mentioning it to others behind the other girl's back.
    d. The girl has taken her friend aside and is telling her about her blouse.

12. a. The older boy is retaliating by taking something that belongs to his brother.
    b. The older boy is telling his younger brother to not take his bike unless he asks first.
    c. The older boy has chained his bike to his bed.
    d. The older boy is telling the problem to his mother.

13. a. A boy is trying to break up the fight by holding back the older boy.
    b. A boy is trying to get the other two boys to settle their problem without fighting.
    c. A boy is telling the teacher that two boys are fighting.
    d. A boy is lecturing the younger child about fighting.

14. a. The girl is standing apart from the others, watching them play.
    b. The new girl is asking the others to play ball with her,
    c. The new girl has decided to stay inside at recess and help the teacher.
    d. The new girl is interrupting a group of girls who are involved in a discussion.

15. a. The boy has bought a smaller size jar.
    b. The boy is calling home to tell his mother that he doesn't have enough money.
    c. He is changing price tags on the jar.
    d. He is asking a stranger for the money he needs.

16. a. The boy is opening the letter.
    b. He is putting the letter in a drawer.
    c. He is putting the letter back in the mailbox for the mailman to take.
    d. He is going in his car to deliver the letter.

17. a. The boy is angry at the policeman.
    b. The boy is meekly asking to use the phone.
    c. The boy is refusing to be fingerprinted.
    d. The boy is crying.

18. a. The boy is hiding his report card.
    b. The boy is changing his grade on the report card.
    c. The boy is making excuses as he gives the report card to his father.
    d. The boy is giving the report card to his father without making excuses.

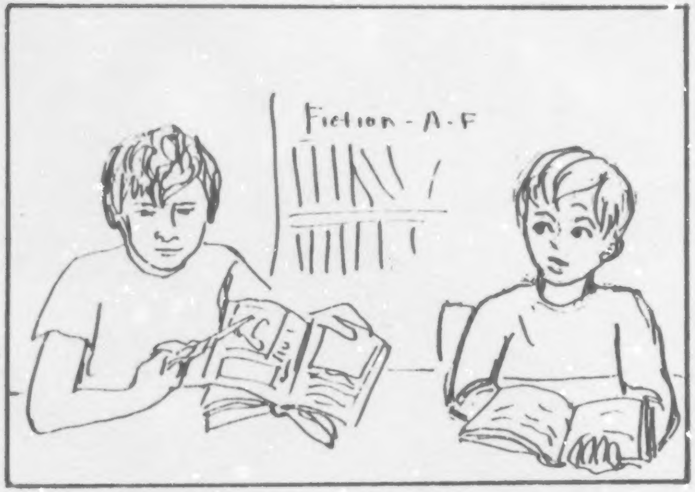
19. a. The younger boy is ignoring the boys in the gang.
    b. The younger boy is encouraging the gang members as they are stealing.
    c. The younger boy is ready to fight the gang members.
    d. The younger boy is telling the store owner that the gang members have taken something from the store.

20. a. The boy is rushing into the burning house.
    b. The boy is trying to put out the fire with a garden hose.
    c. The boy is telling a younger child about the fire.
    d. The boy is calling the fire department.

EXAMPLE:

If you see someone cutting a picture out of a book in the library:

a



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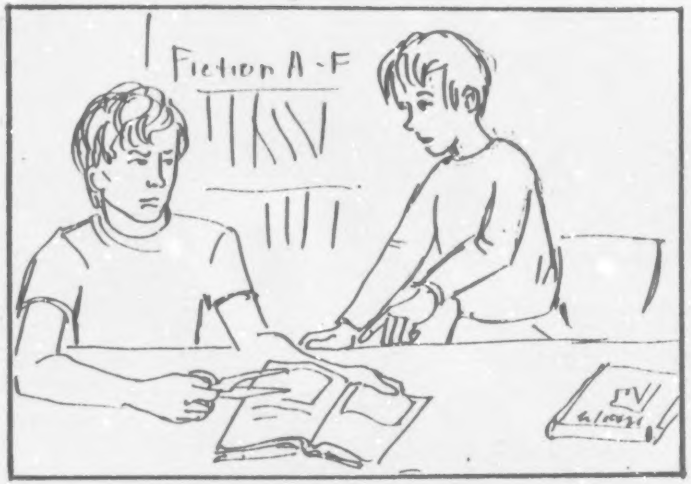

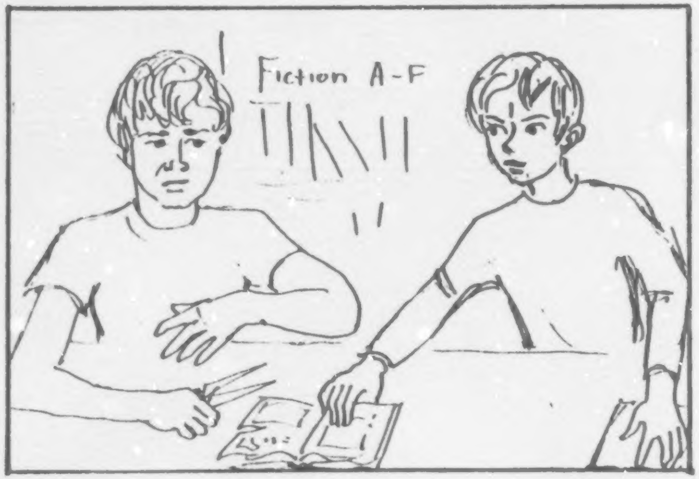

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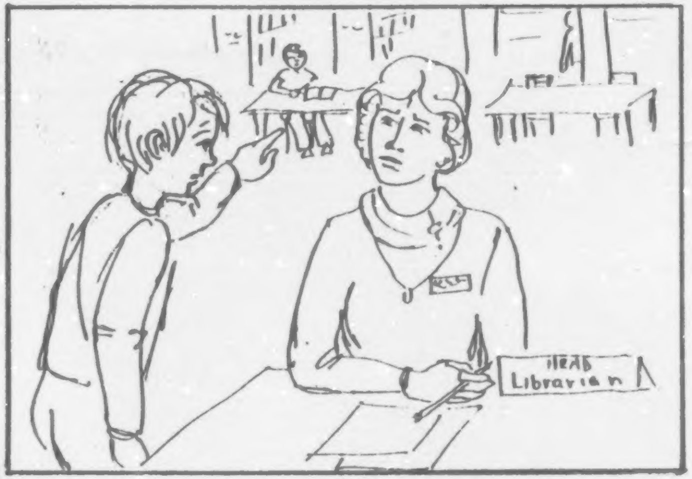
Head Librarian

d

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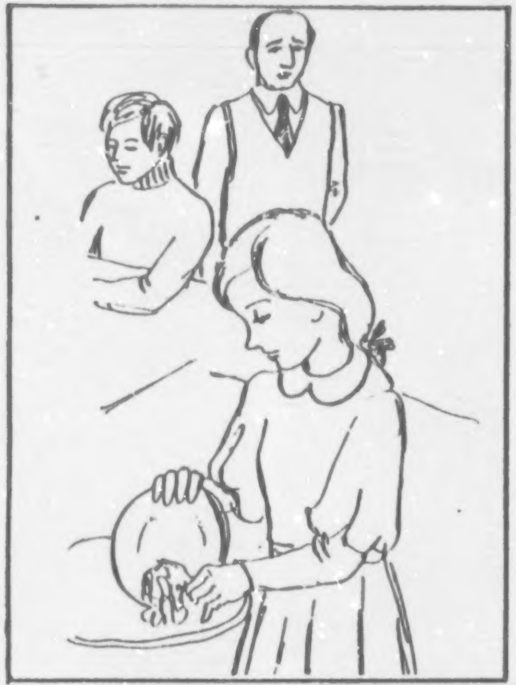
1. If you are allergic to something served in the school cafeteria:

a



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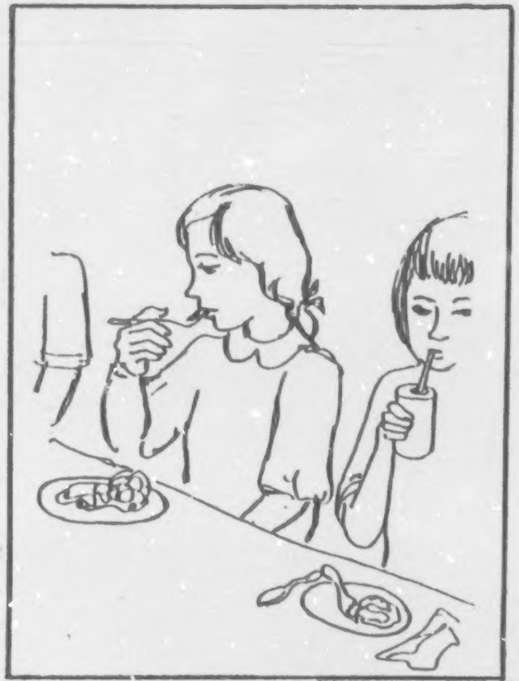

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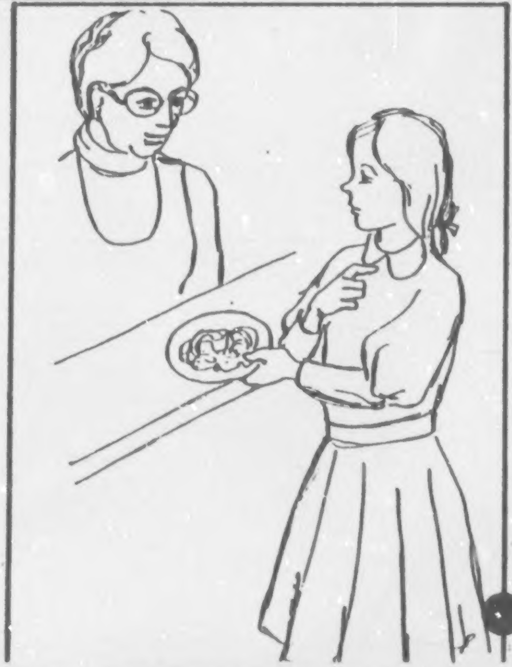

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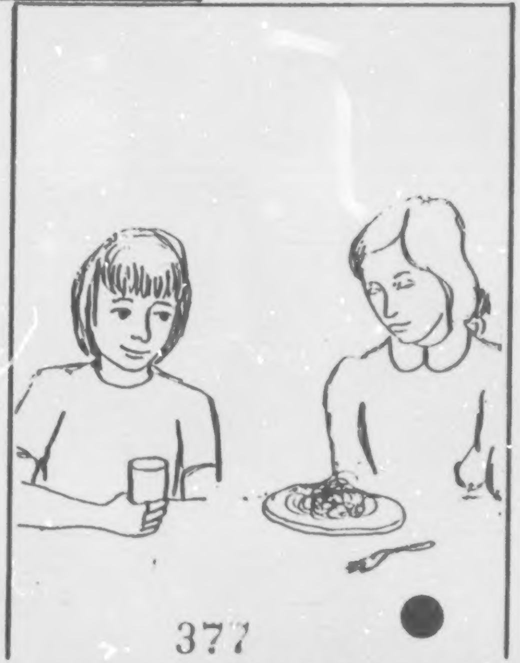
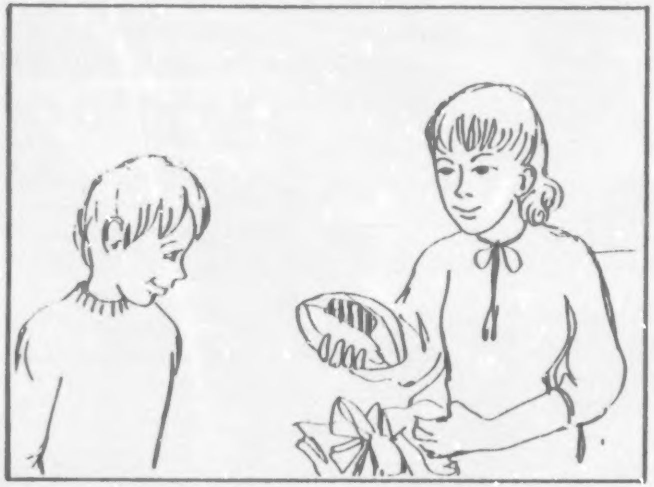


2. If you received a present you didn't like:

a



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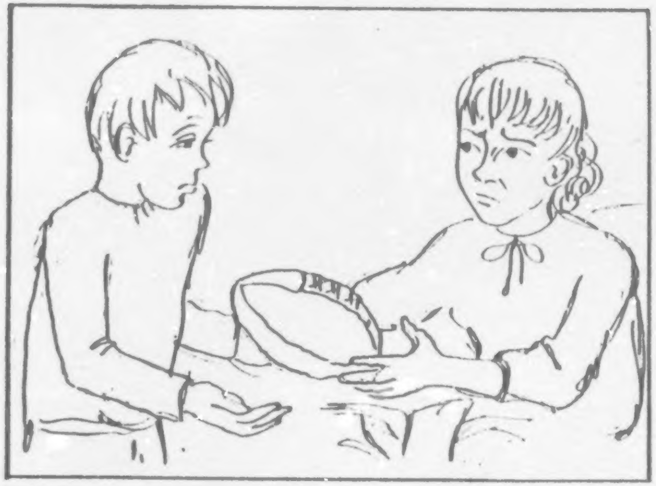

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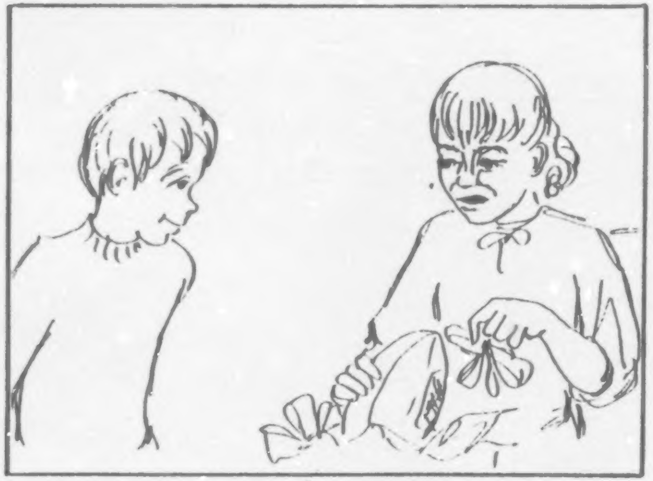

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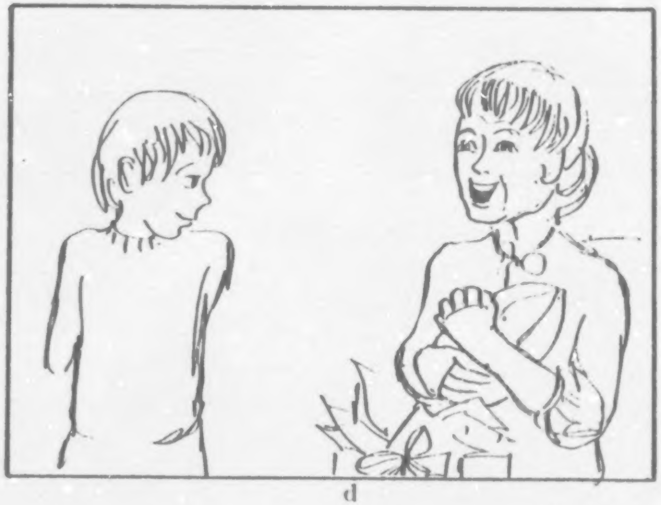
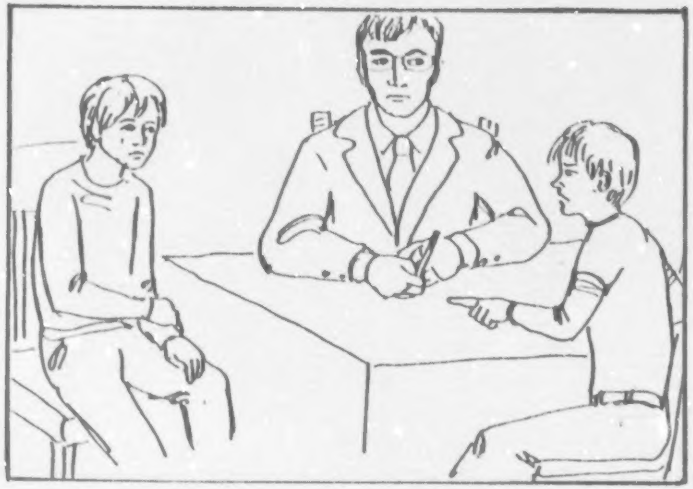


d

3. If you were accused of breaking a school window, and you were on a trip with your family when it happened:

a



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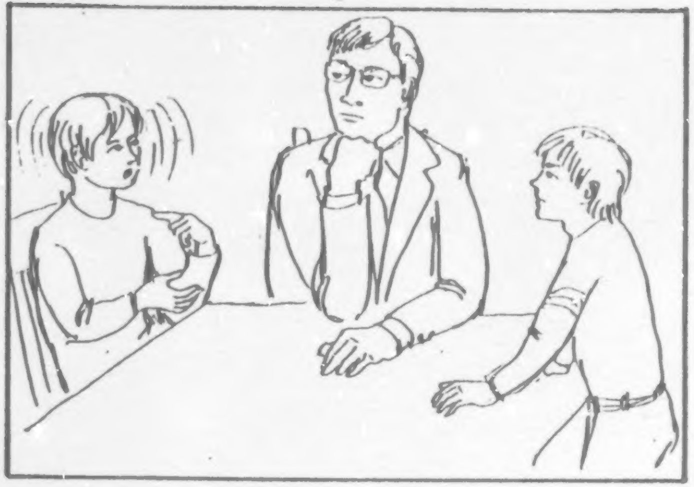
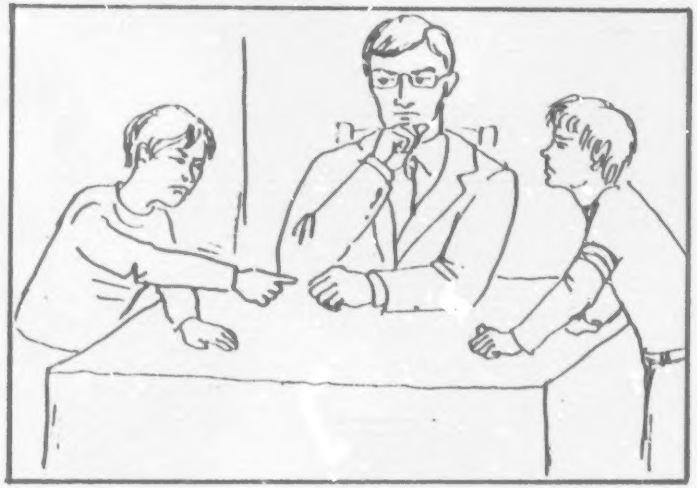
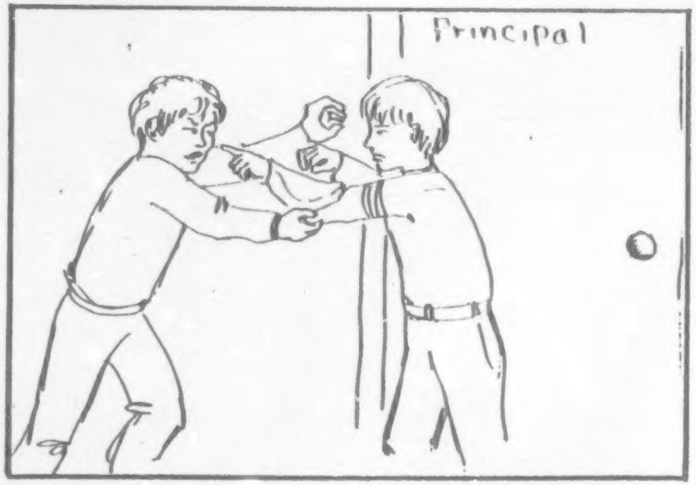




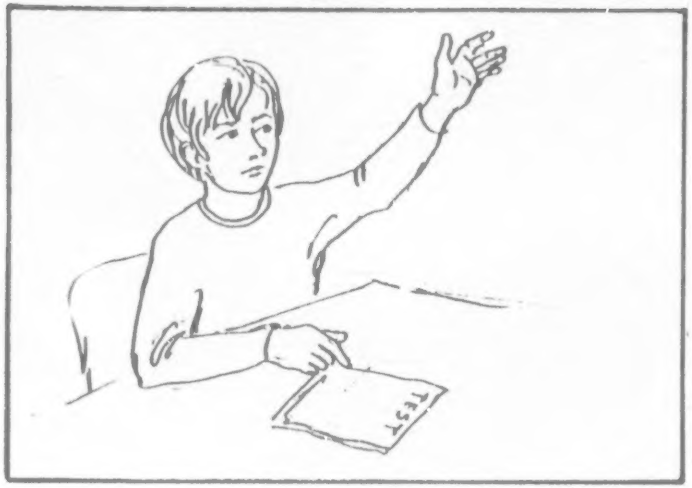
c



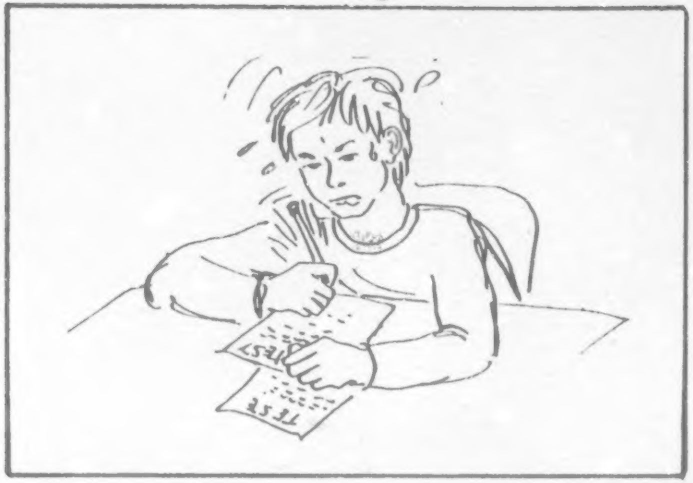
d

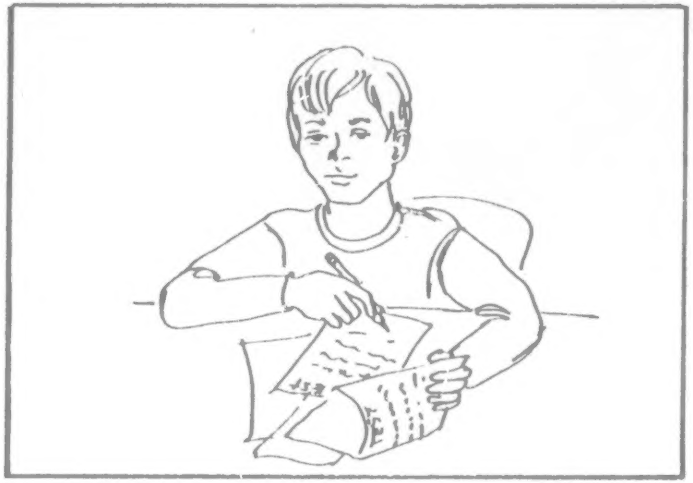
4. If the principal wants you in the office after lunch and your teacher is giving a test at that time:

a

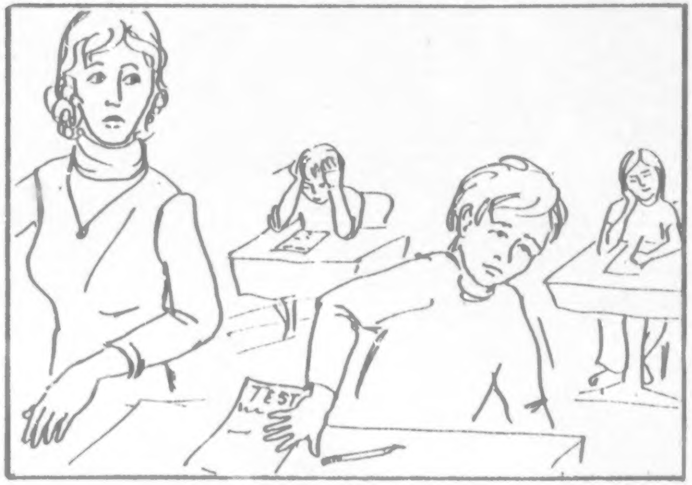


b





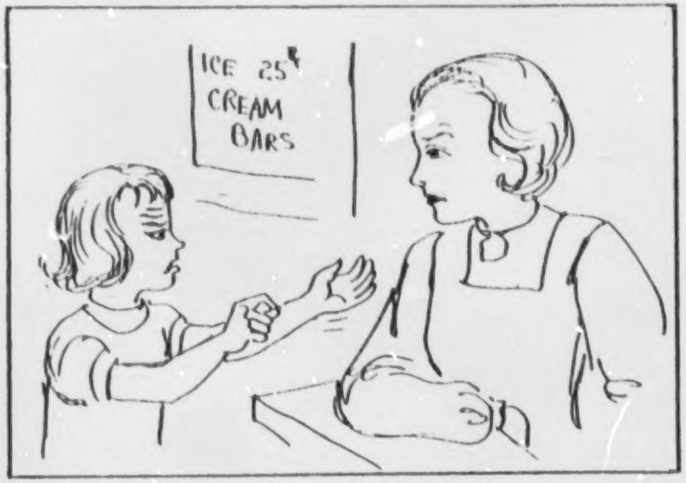
c



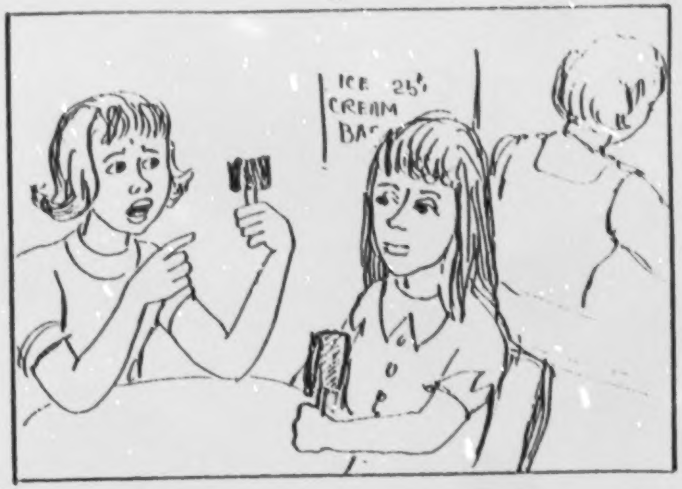
d

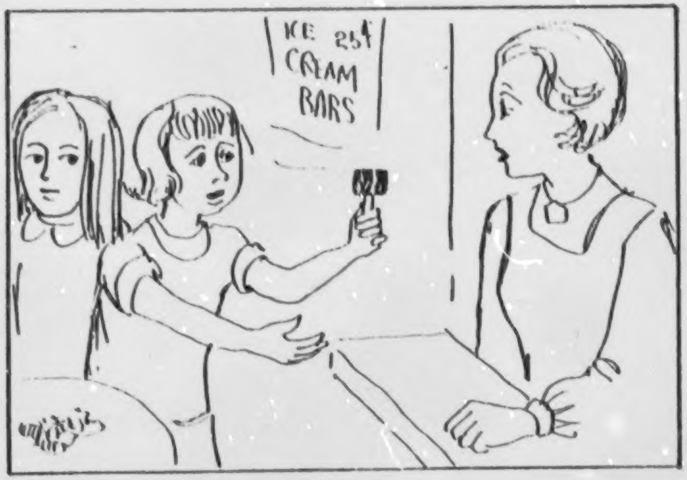
5. If you bought an ice cream bar and found that half of it was missing:

a

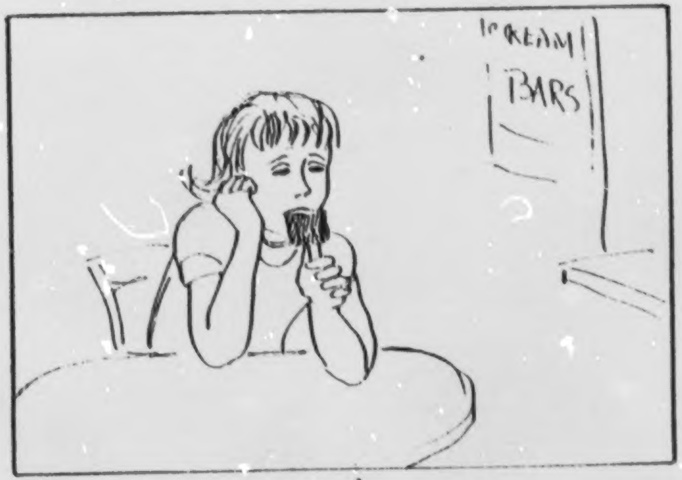

ICE 25¢
CREAM
BARS

b


ICE 25¢
CREAM
BA


ICE 25¢
CREAM
BARS

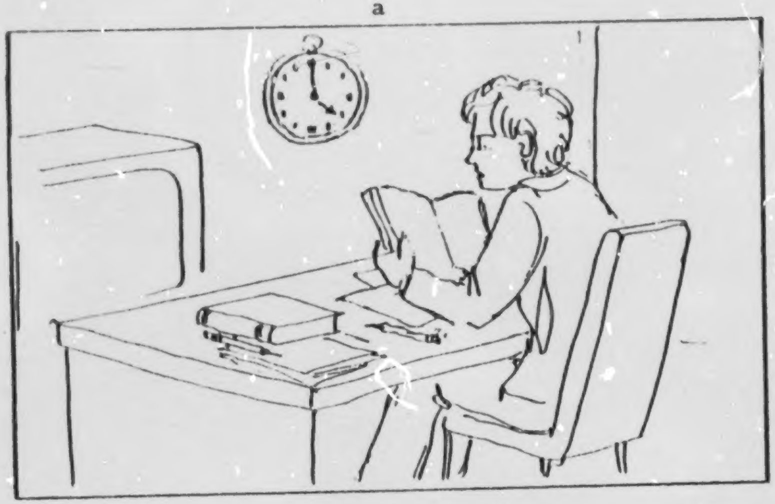
c


IC CREAM
BARS

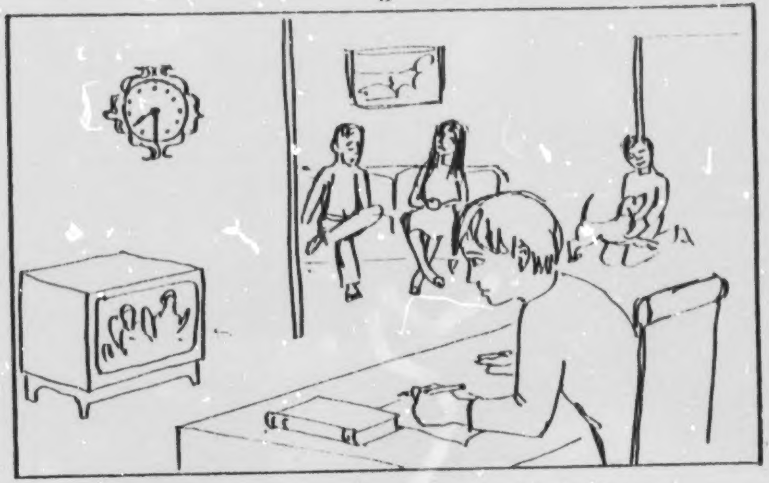
d

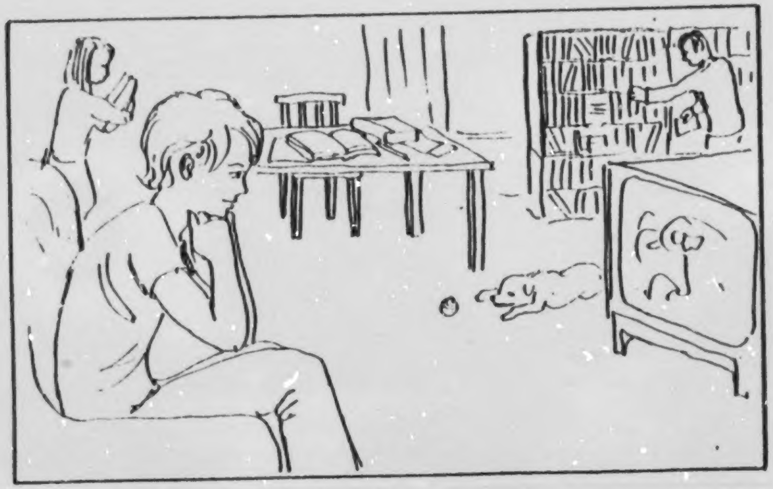
6. If your best friend is going to be on an evening TV program, and you have a long class assignment:

a



b





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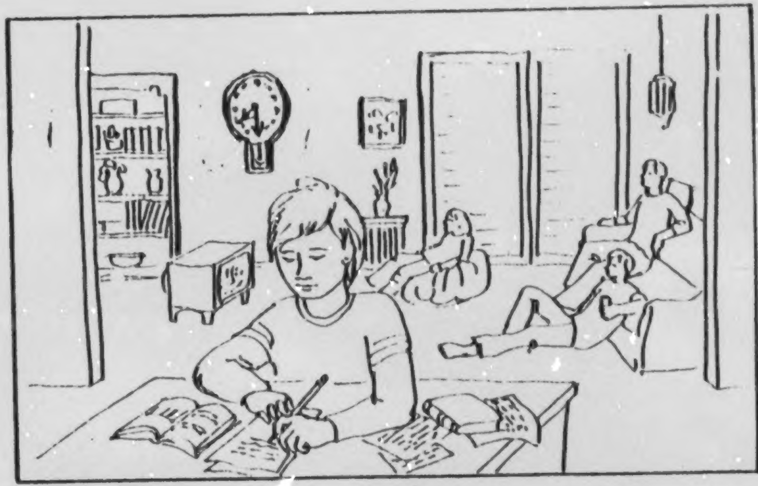
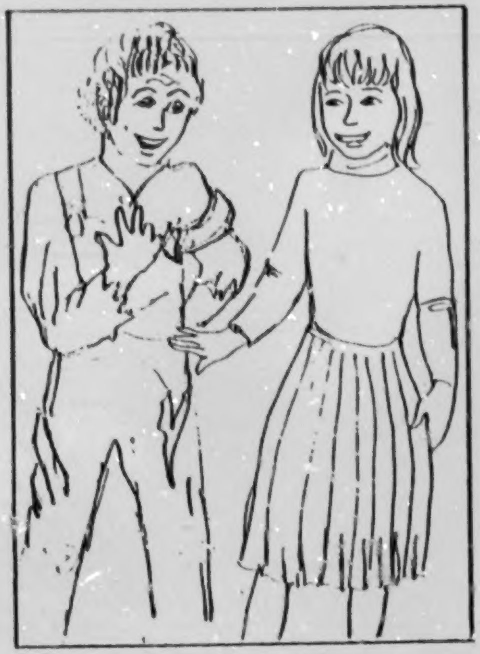


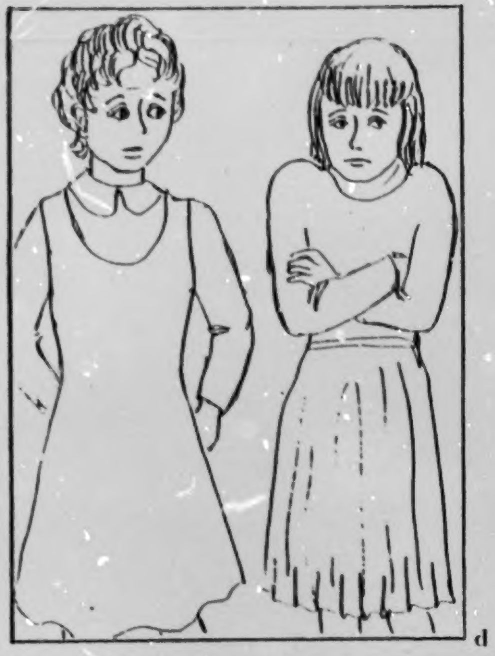
d

7. If someone admires what you are wearing:

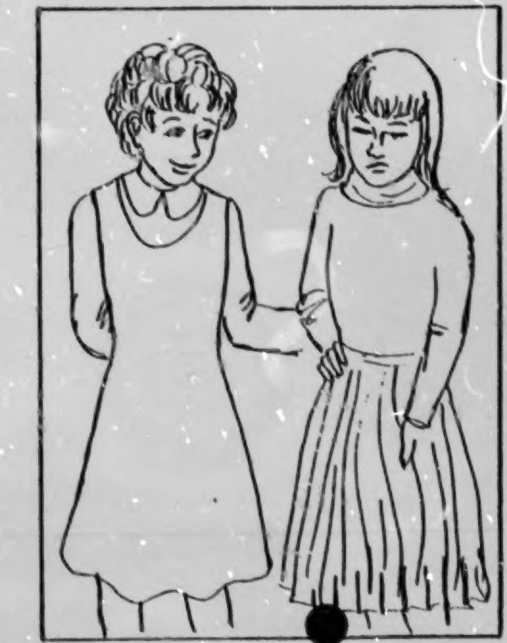
a



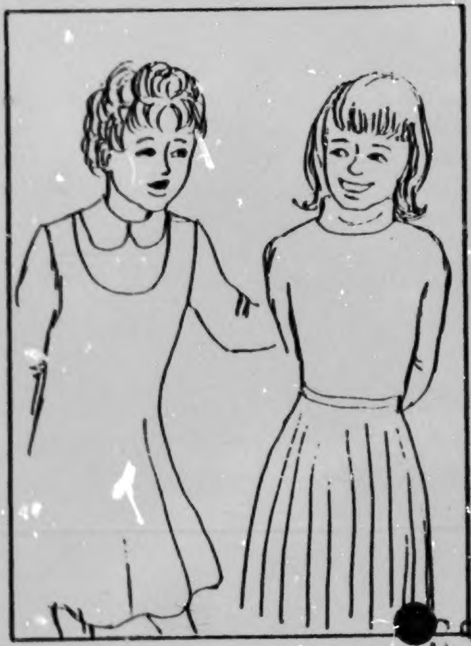
b



c

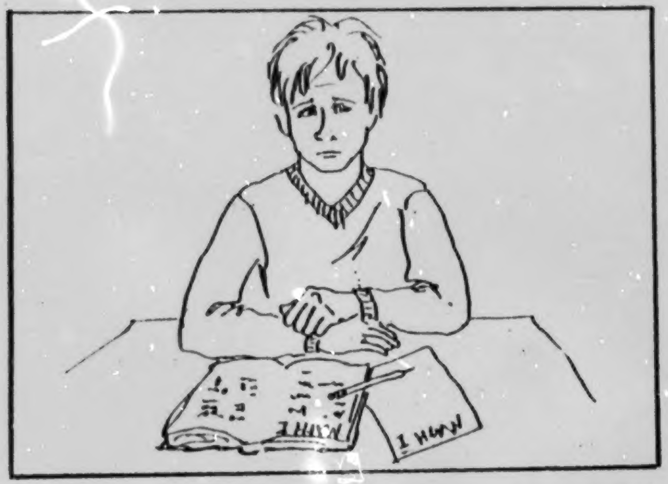


d

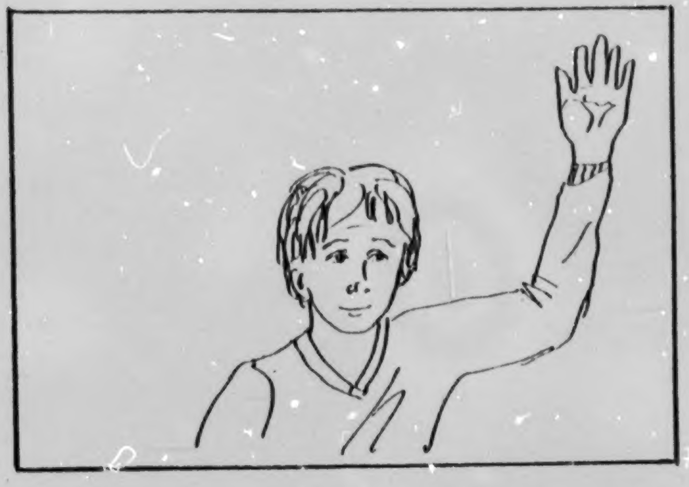


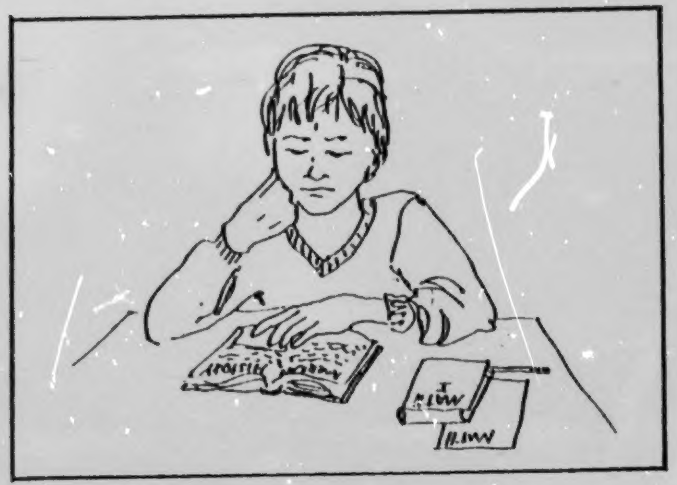
8. If you don't understand the math assignment:

a

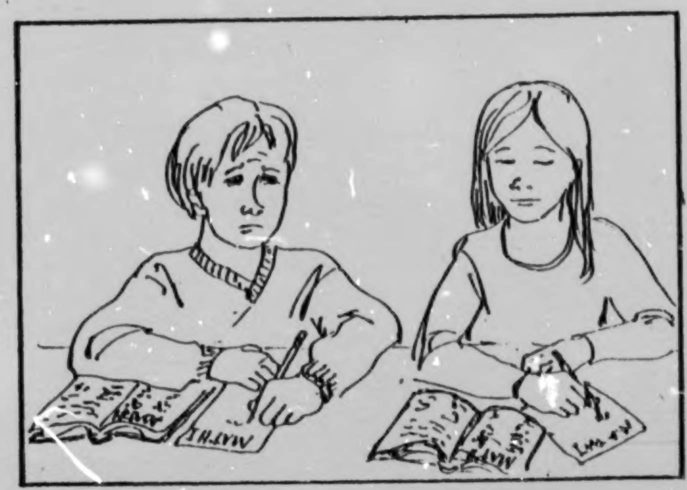


b



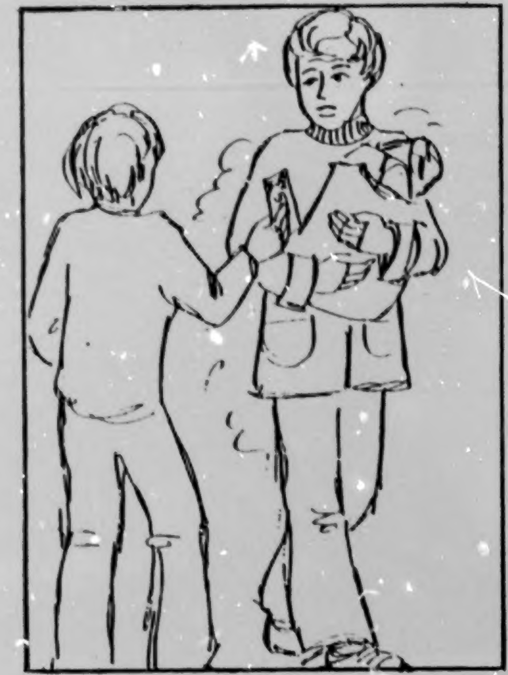

HISTORY
MATH I
MATH I

c

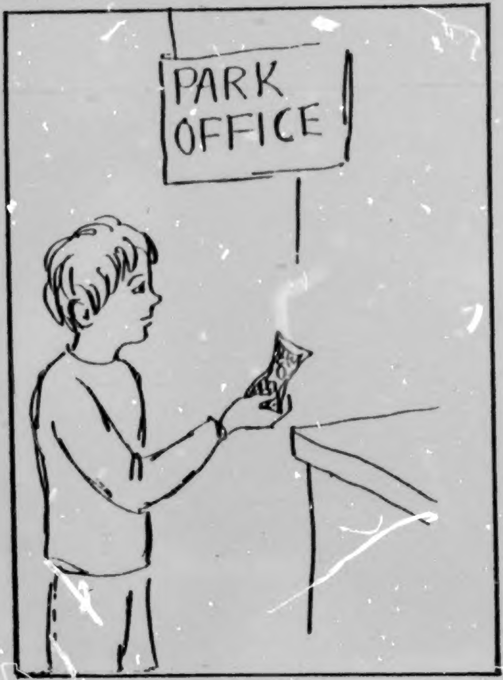

MATH I
MATH I

d

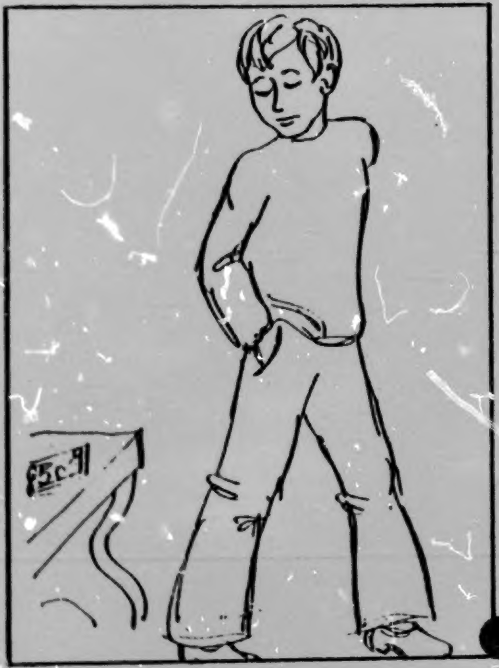
9. If you find a $50 bill on a park bench:



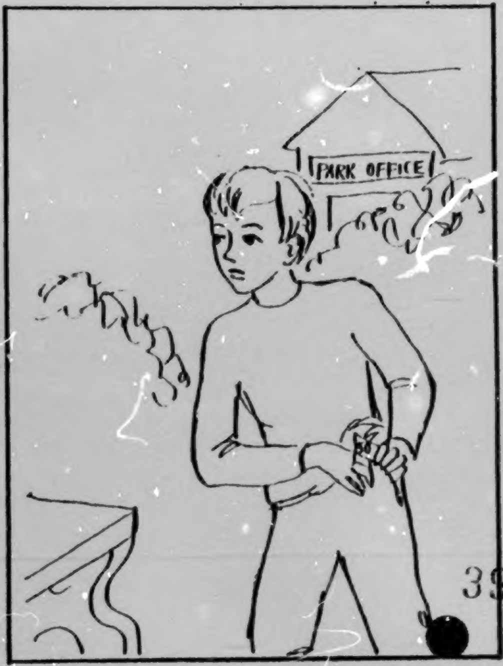
a


PARK
OFFICE

b



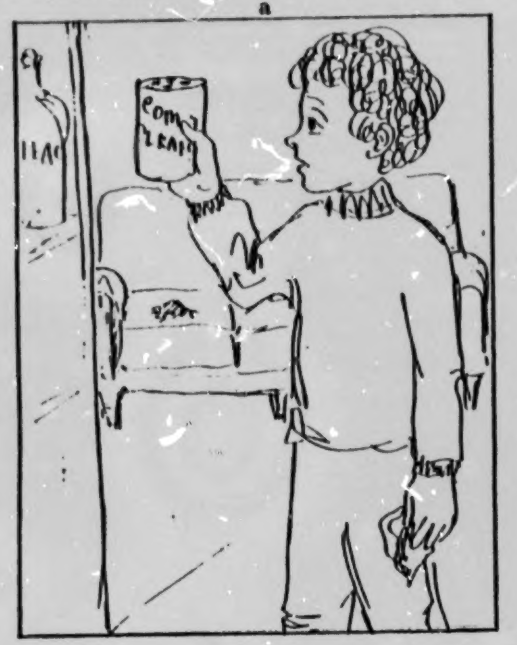
c


PARK OFFICE

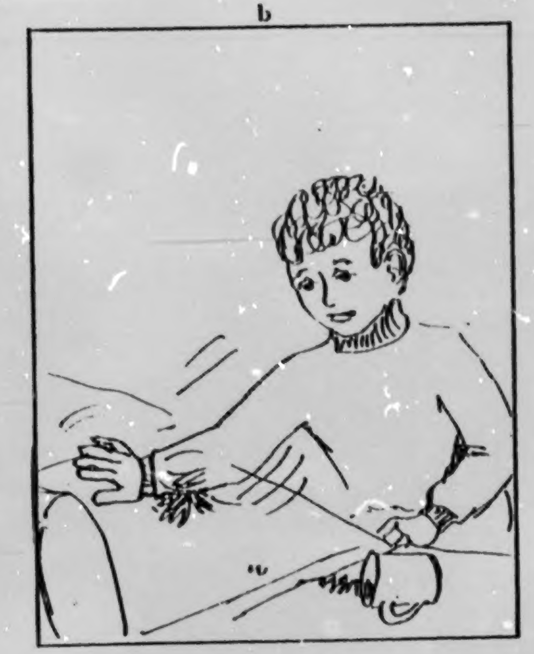
d

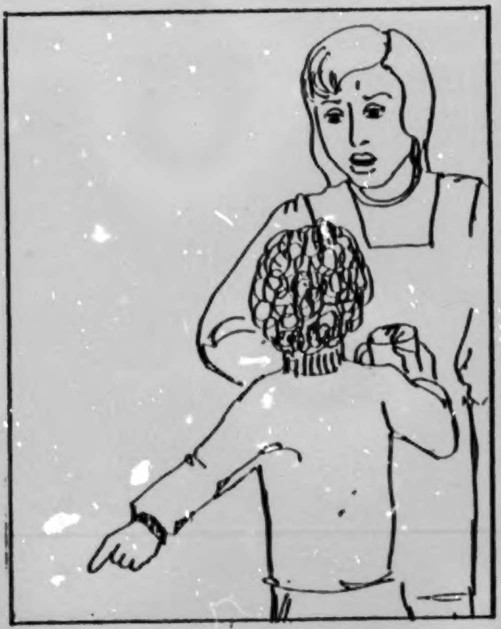
10. If you spill chocolate on a sofa cushion:

a



b





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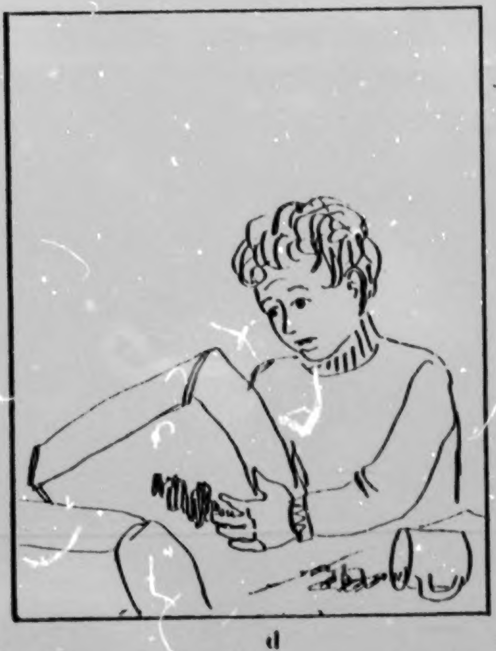
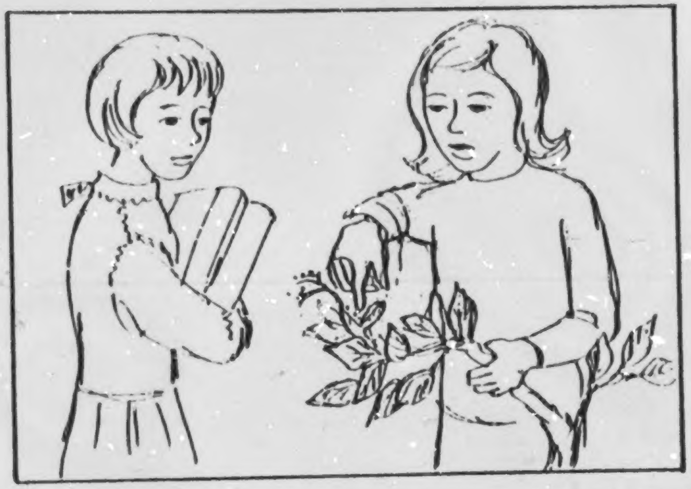


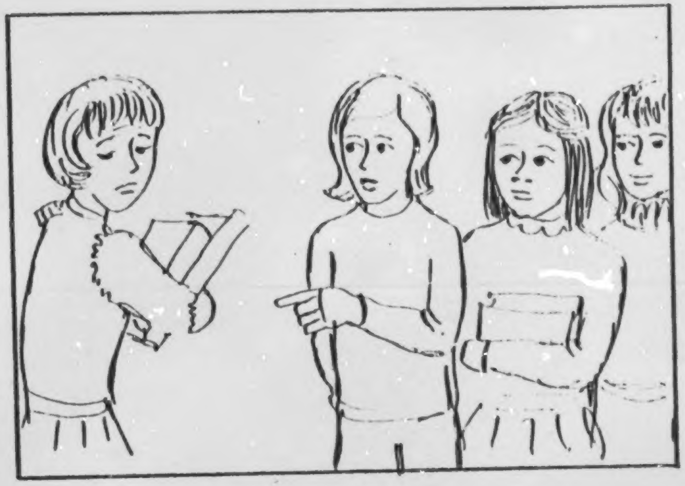
d

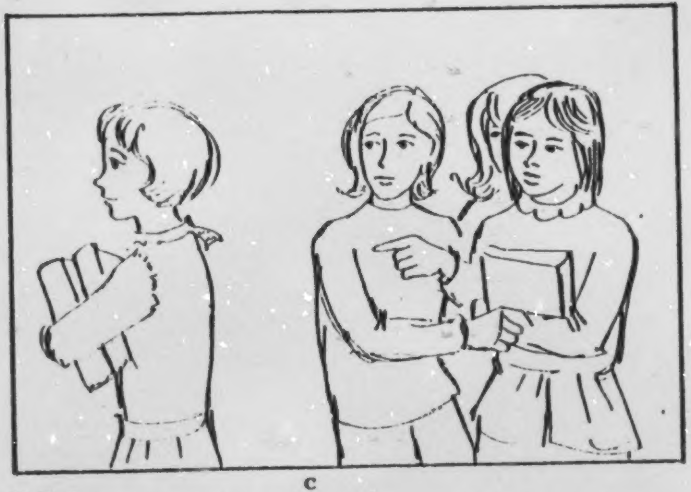
11. If you notice someone has a blouse on inside out:

a

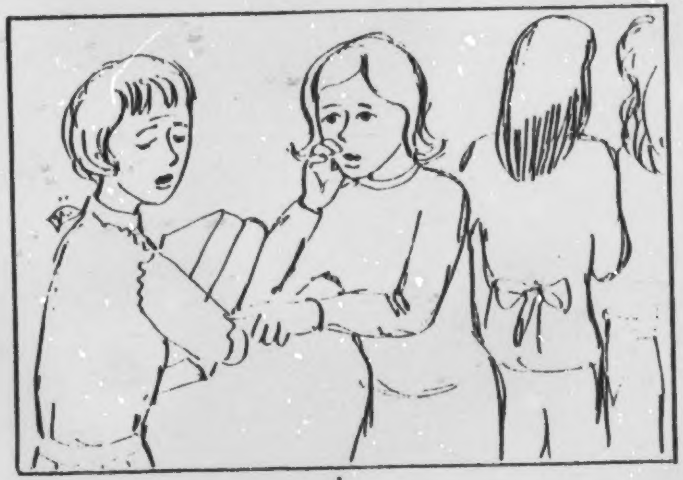


b





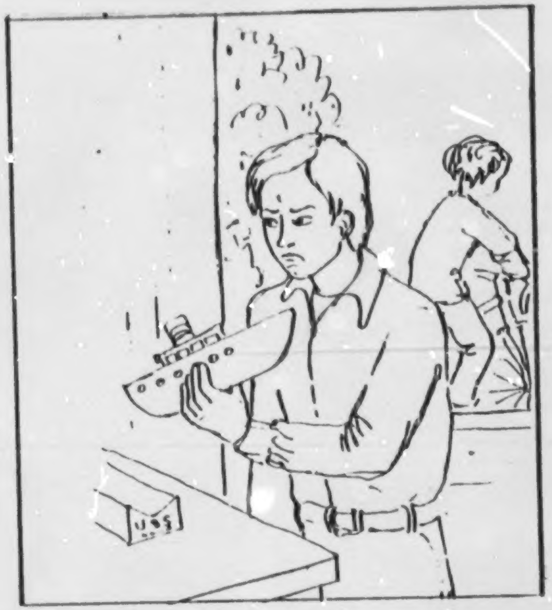
c



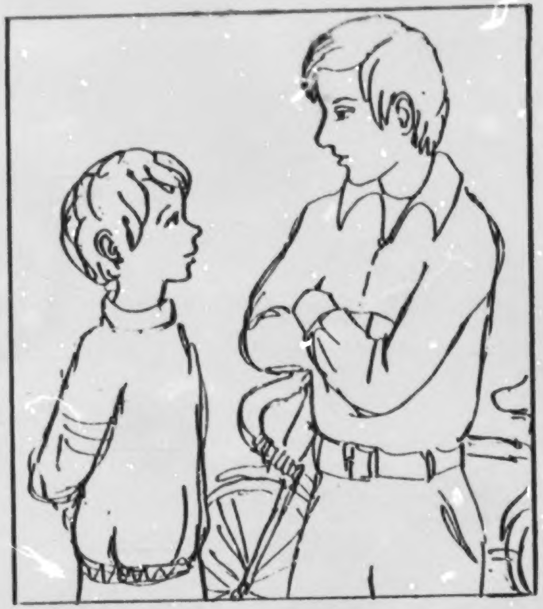
d

12. If your little brother takes your bike without asking:

a

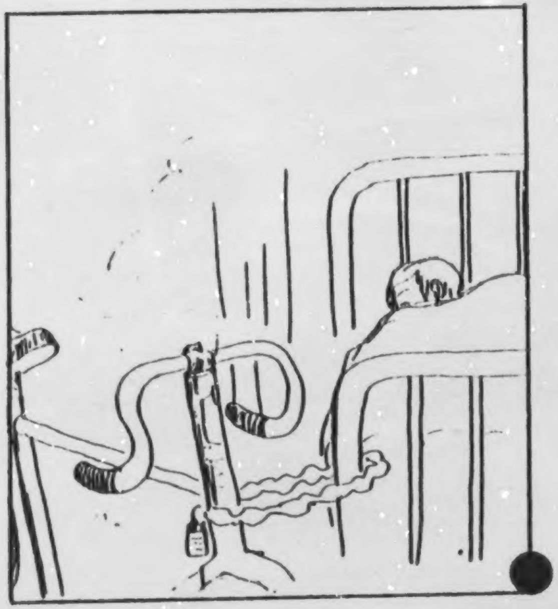


b

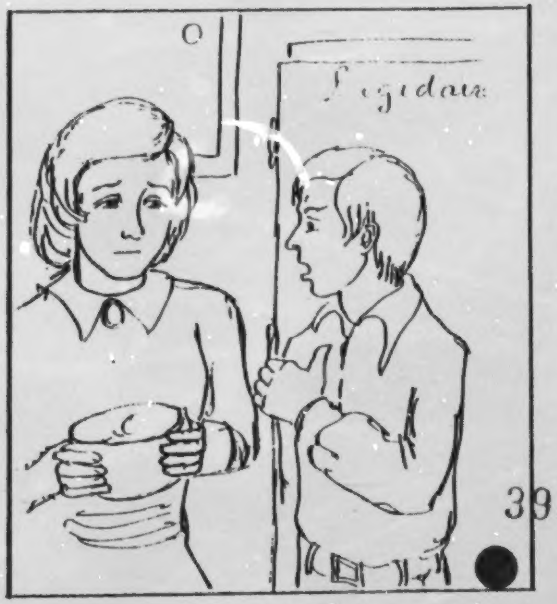


242

c



d

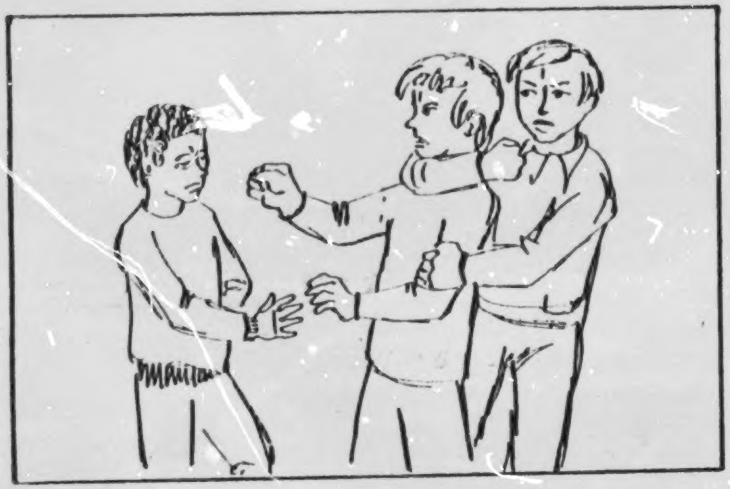

Frigidaire

393

390

13. If someone your size is picking on a smaller child:

a



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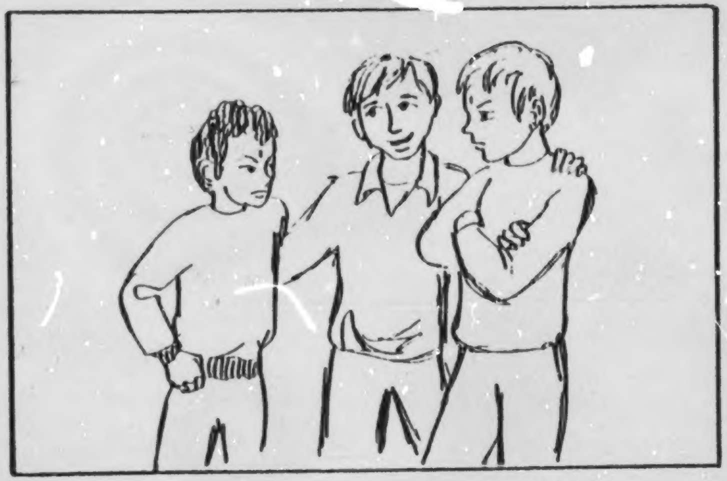
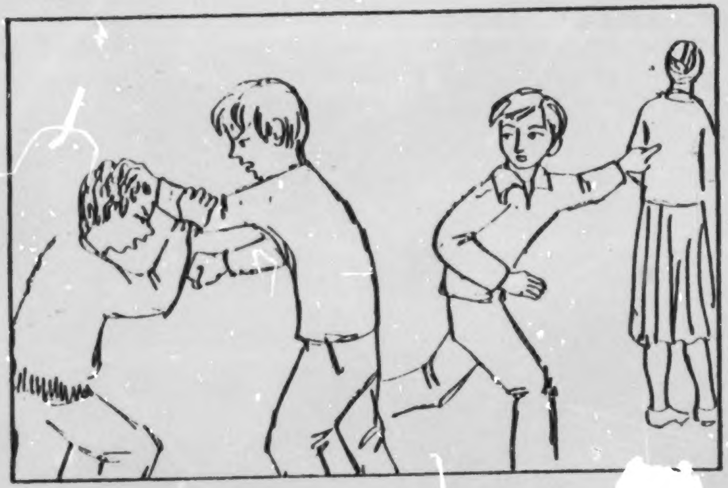
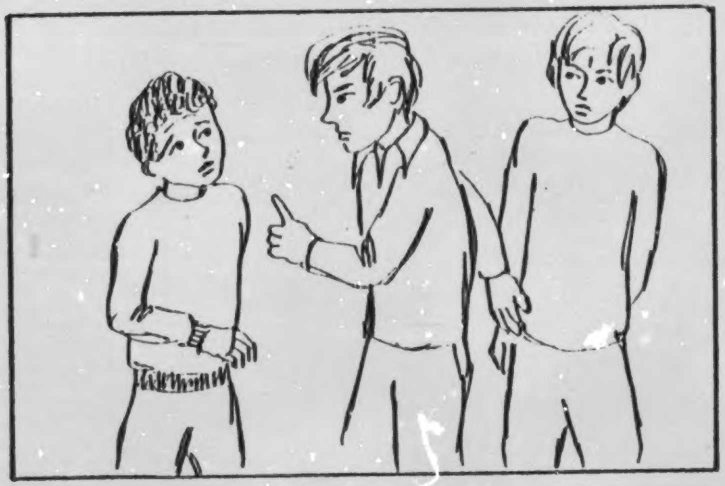




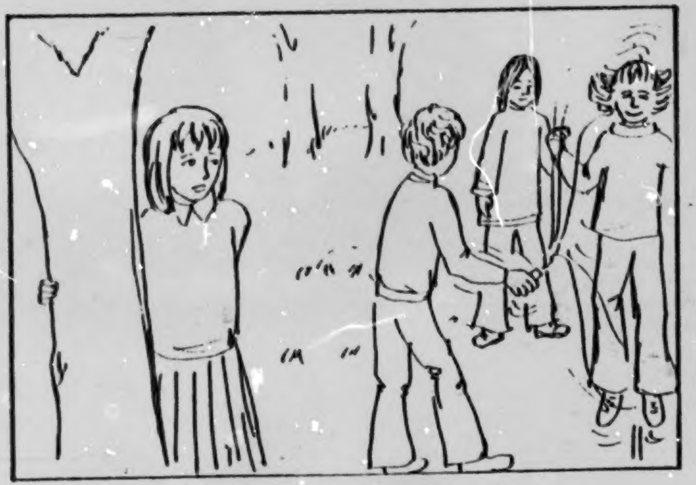
c



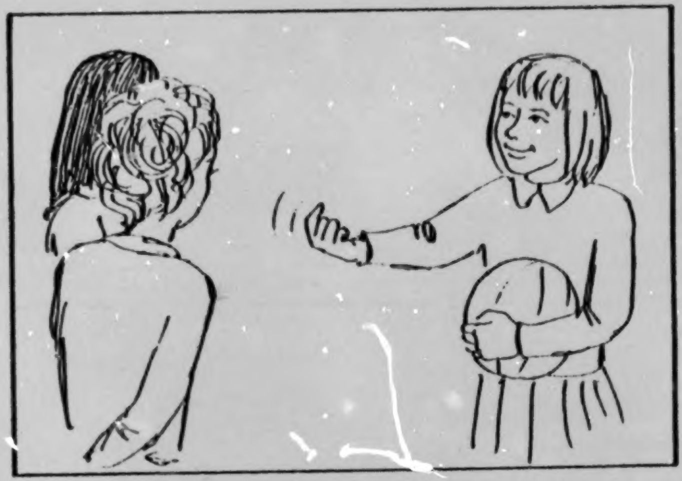
d

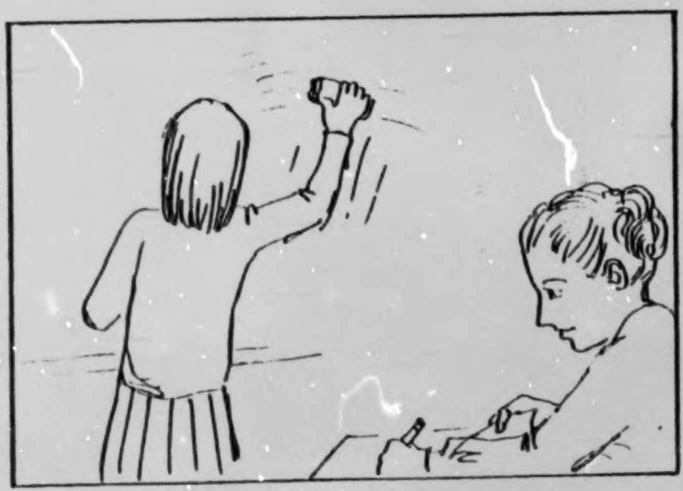
14. If you go to a new school where you don't know anyone:

a

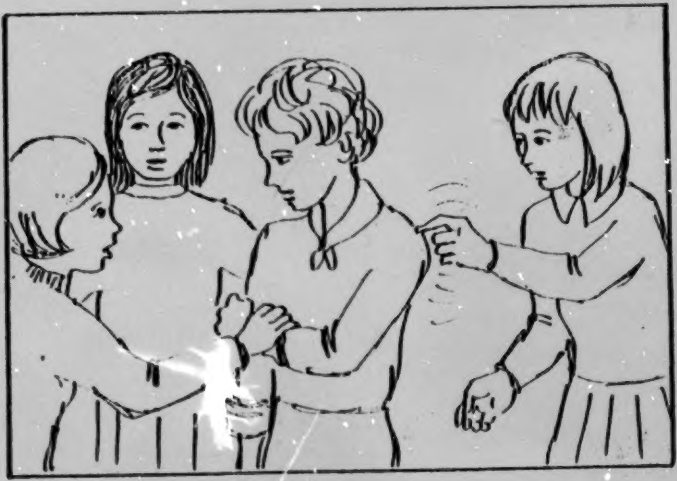


b





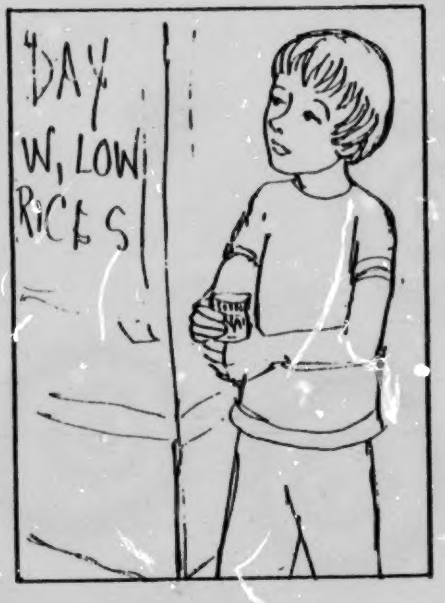
c



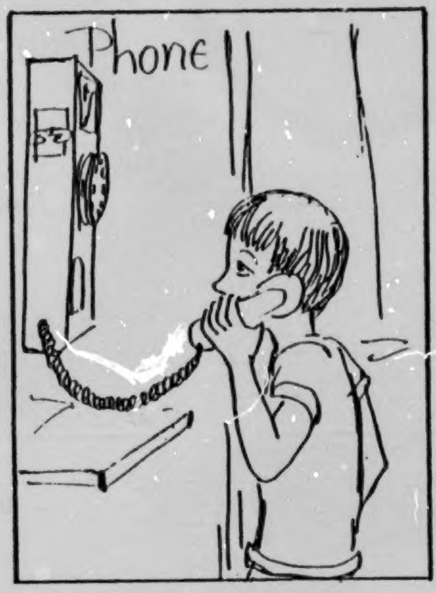
d

15. If your mother sent you to the store for something she needed in a hurry, and you didn't have enough money:

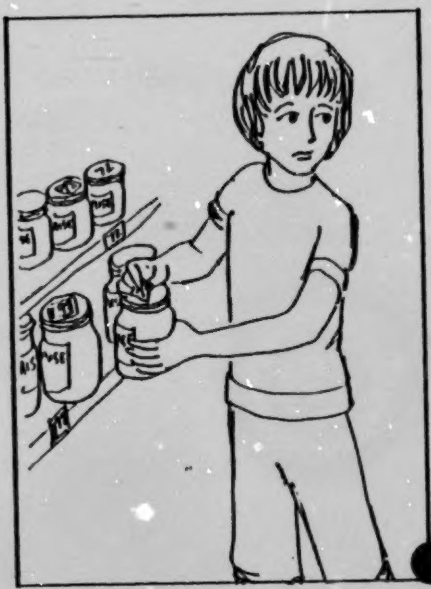
a


DAY
W, LOW
RICES

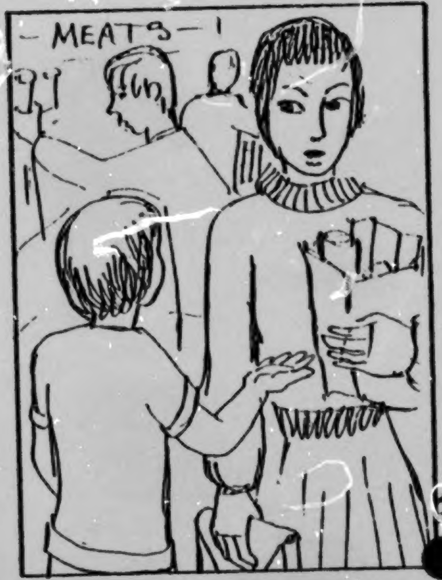
b



c

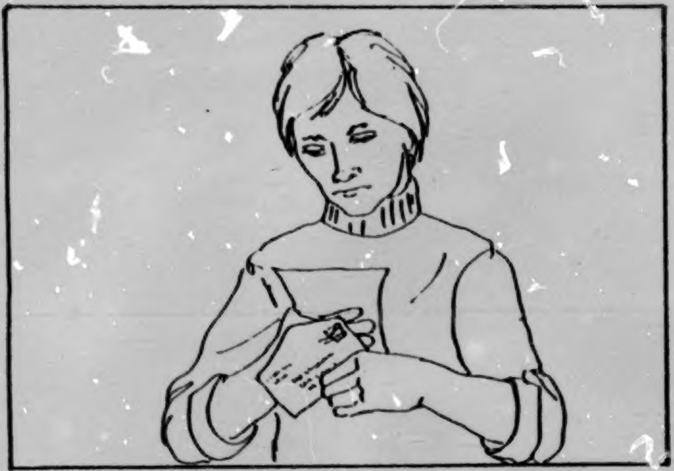


d

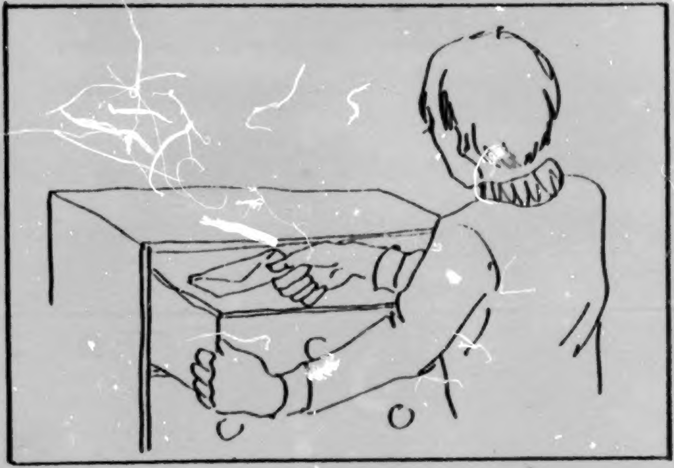


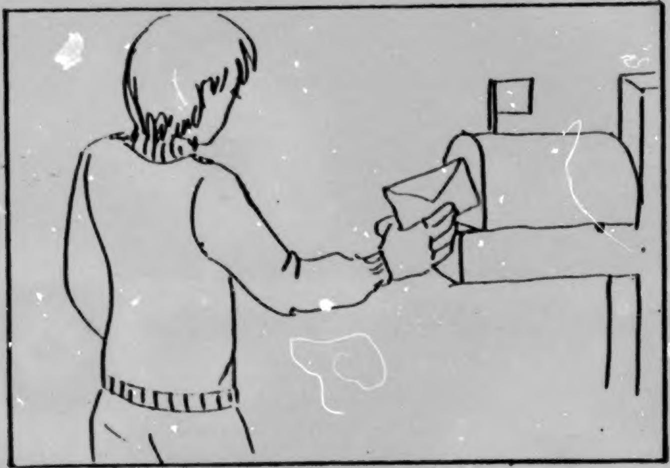
16. If a letter for someone else is delivered by mistake to your house:

a



b





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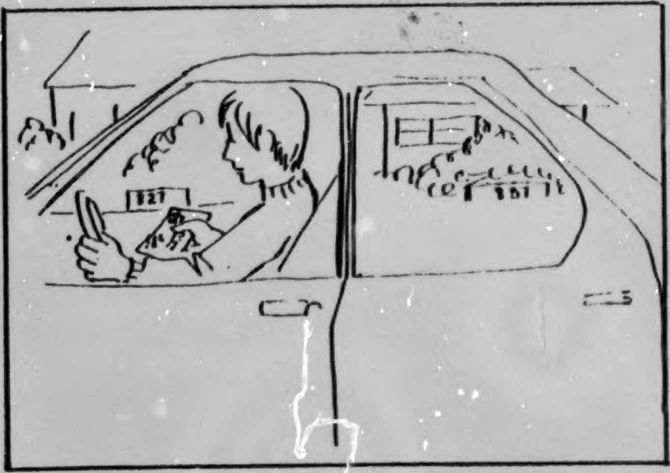
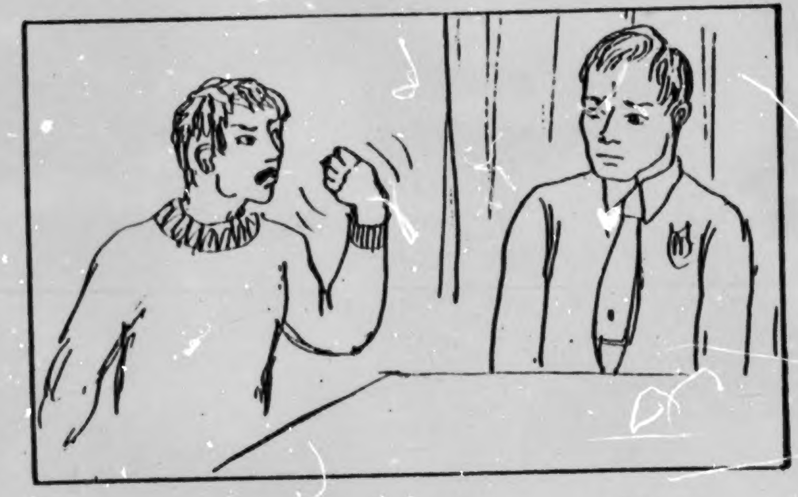


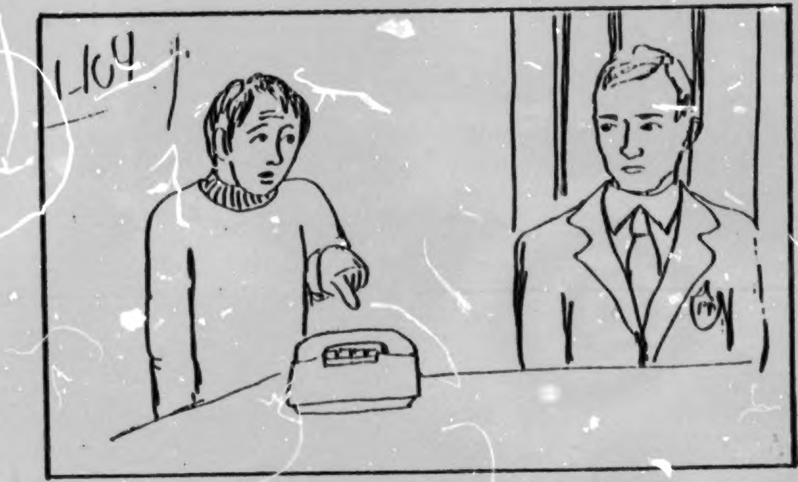
d

17. If the police mistakenly think you committed a crime:

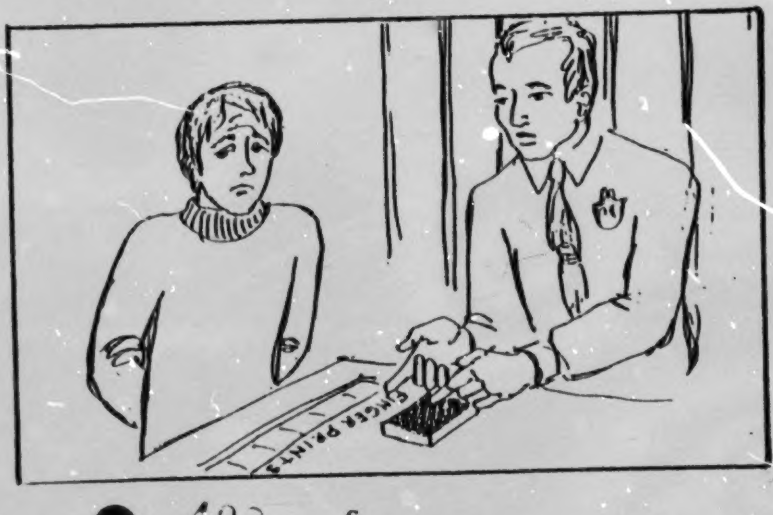
a



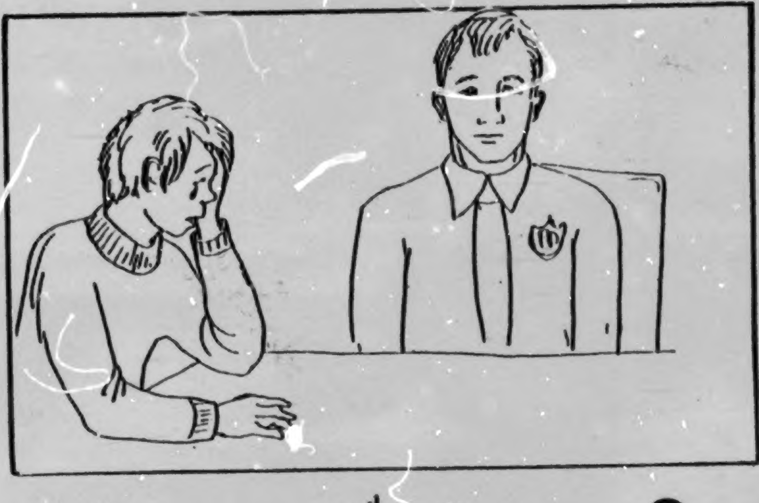
b



217


FINGER PRINTS

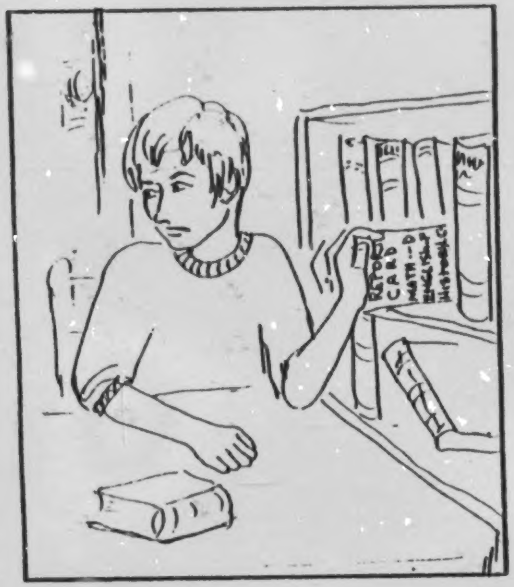
403 c



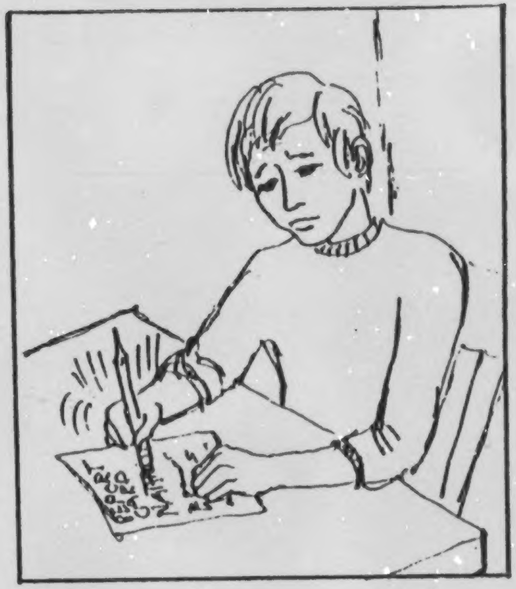
d 400

18. If you get a bad report card:

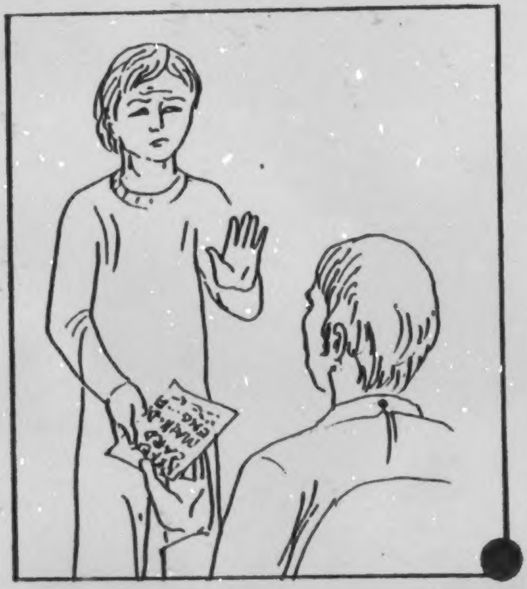
a


REPORT CARD
MATH - D
ENGLISH - F
HISTORY - C

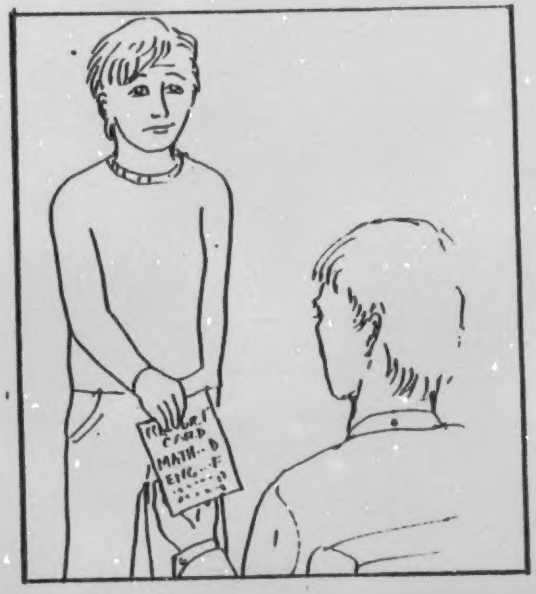
b



c

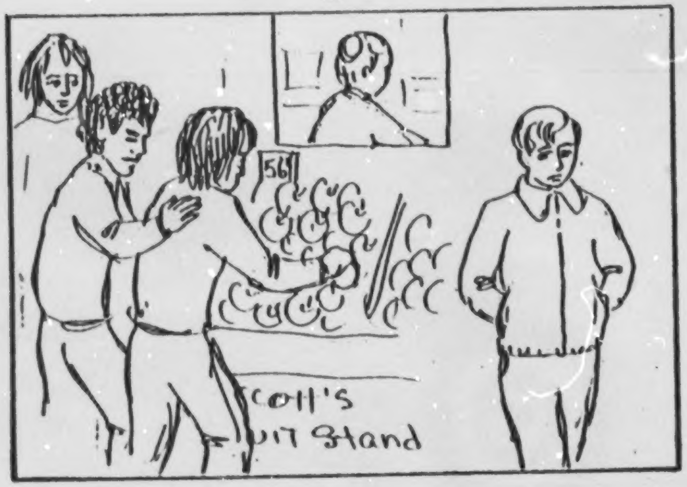


d

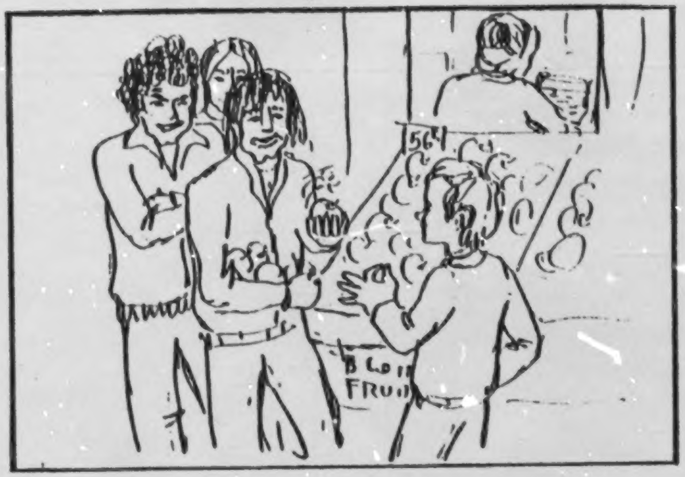

REPORT
CARD
MATH - D
ENG - F

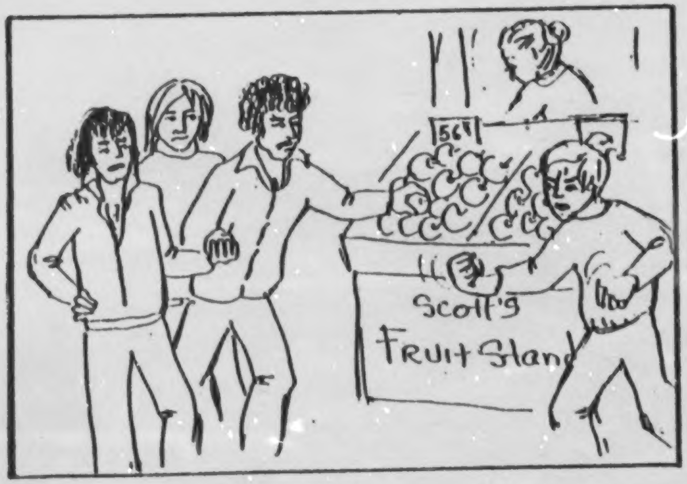
19. If you see a gang take something from a store:

a

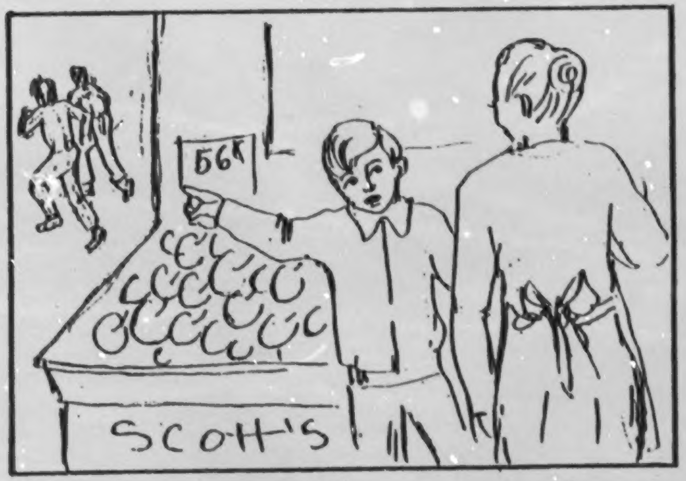

56¢
cott's
uit Stand

b




56¢
Scott's
Fruit Stand

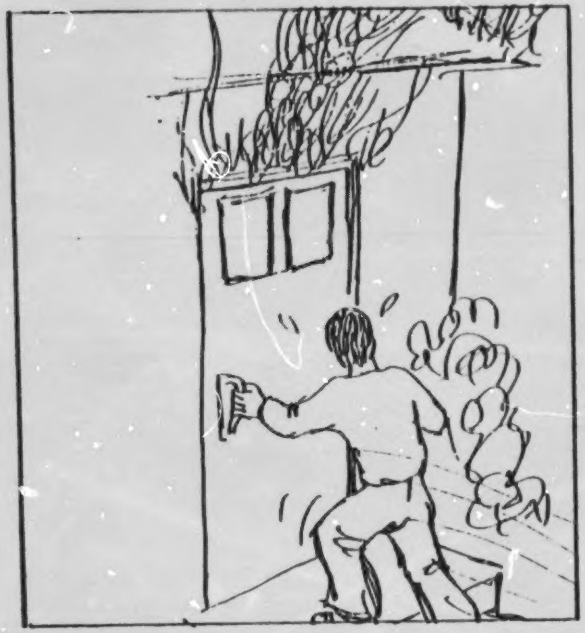
c



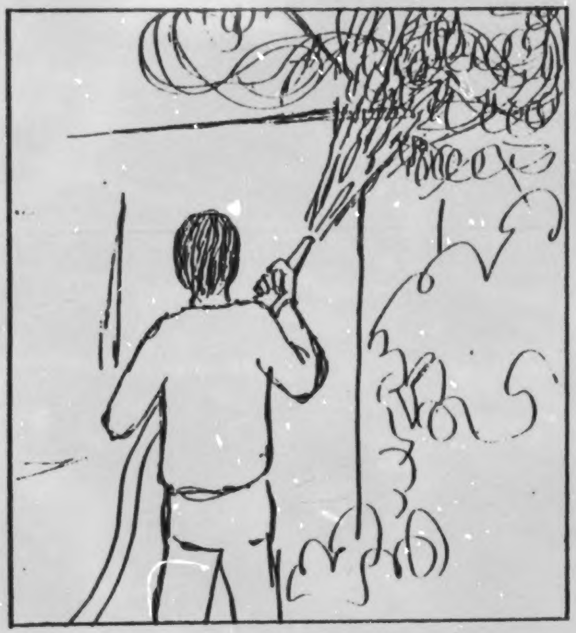
d

20. If you see a house that is on fire:

a



b



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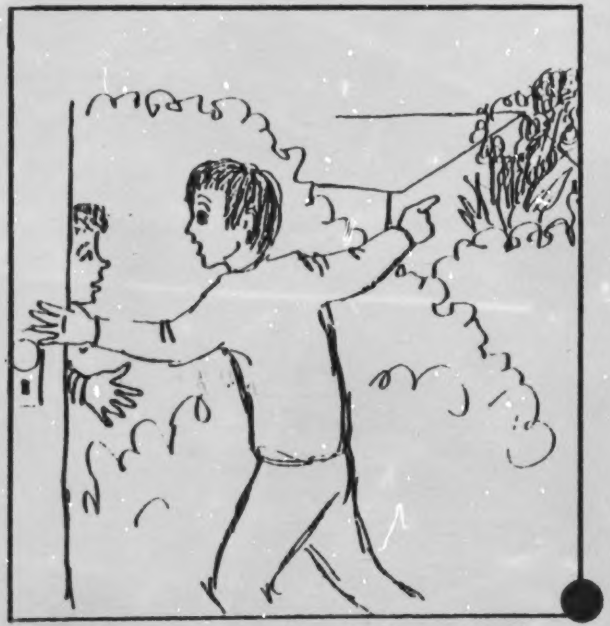
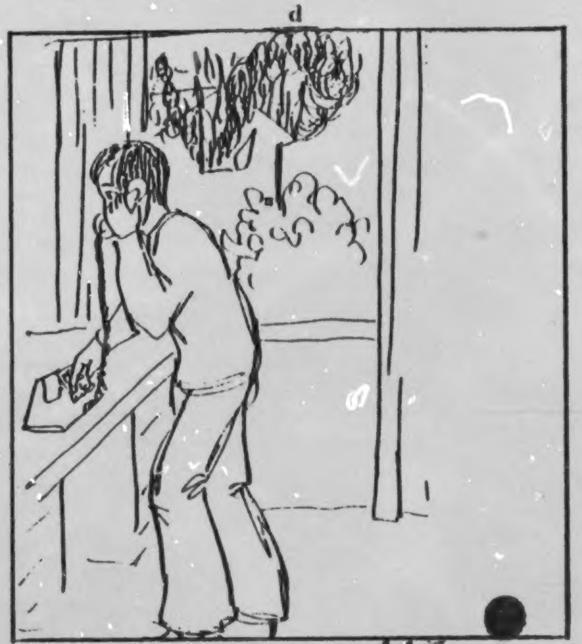


d



CURRICULUM

CURRICULUM

Implementation Guide

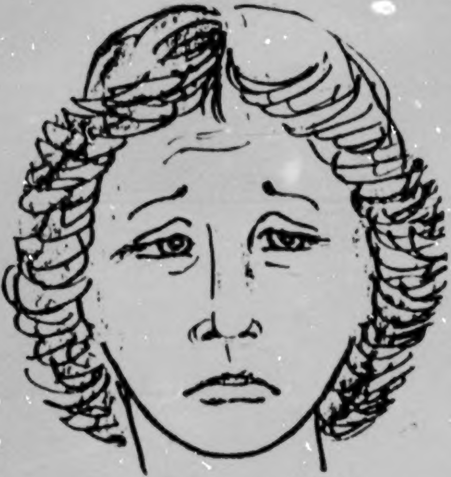
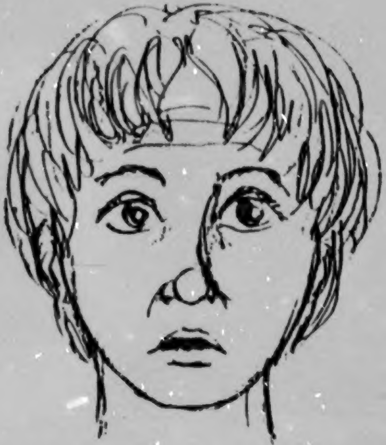
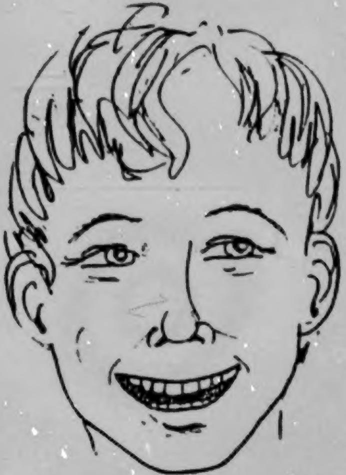
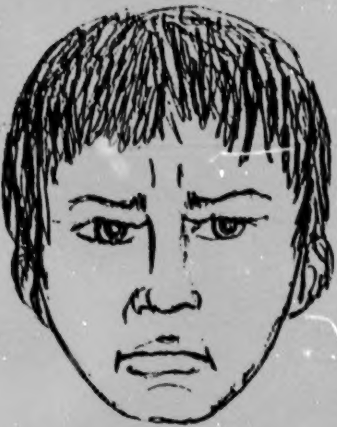
The worksheets on the following pages are to be used, as noted in the lesson plans, with the lessons on feelings, with the lesson on responsibility and implications. The worksheets which show various facial expressions are designed to go with the CBU (Cognition of Behavioral Units) test. Those which depict behavioral situations are designed to go with the EBI (Evaluation of Behavioral Implications) test.

The first 44 pages have been designed to go with the CBU test and the unit on feelings. The remaining pages have been designed to go with the EBI test and the unit on implications.

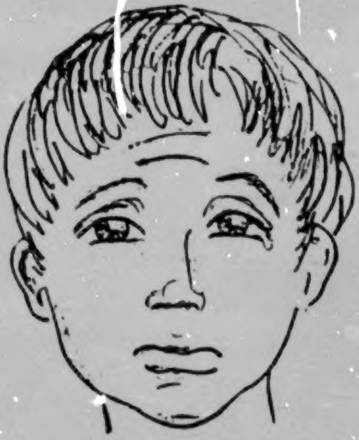
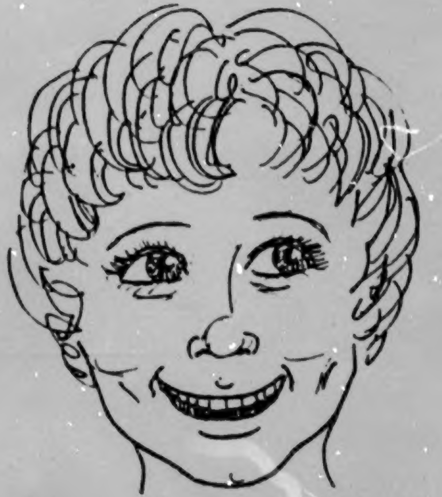
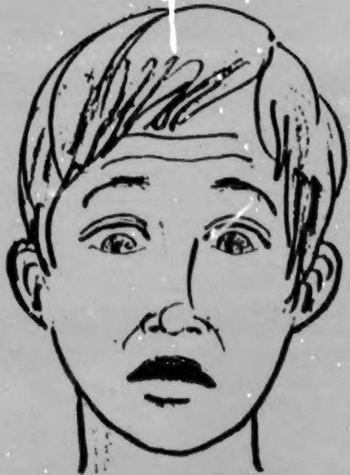
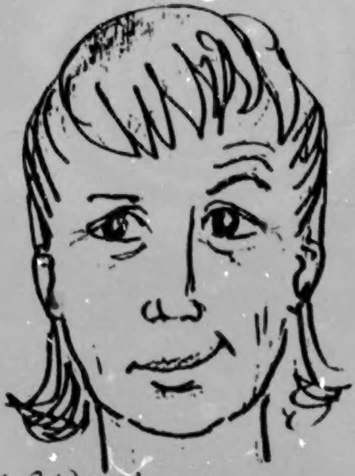
CBU CURRICULUM ANSWER SHEET

1.	C
2.	A
3.	B
4.	D
5.	B
6.	A
7.	D
8.	A
9.	D
10.	B
11.	A
12.	C
13.	B
14.	C
15.	D
16.	C
17.	B
18.	A
19.	A
20.	B
21.	A
22.	C
23.	B
24.	C
25.	D
26.	C
27.	B
28.	C
29.	A
30.	D
31.	B
32.	C
33.	A
34.	C
35.	B
36.	A
37.	B
38.	D
39.	See separate answer sheet
40.	"
41.	"
42.	"
43.	"
44.	"
45.	C
46.	A
47.	B
48.	C
49.	A
50.	B
51.	B
52.	C
53.	D
54.	A
55.	B
56.	D
57.	C
58.	A
59.	A
60.	A
61.	B
62.	C
63.	A
64.	C
65.	D
66.	B
67.	A
68.	B
69.	C
70.	D

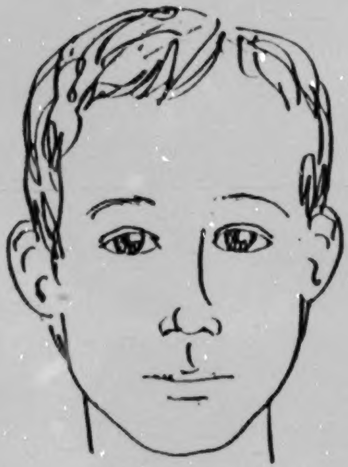
1. Find the one who is happy.

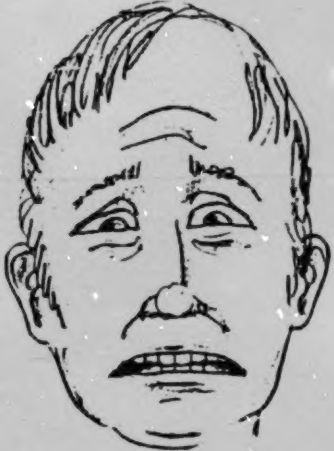





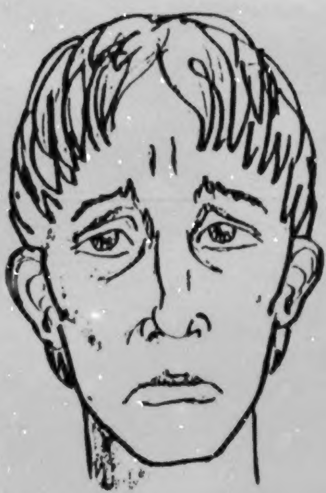
2. Find the one who is sad.

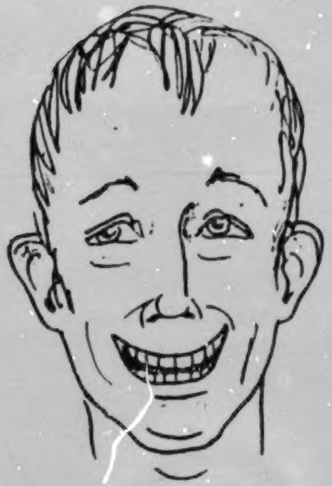





3. Find the one who is afraid.

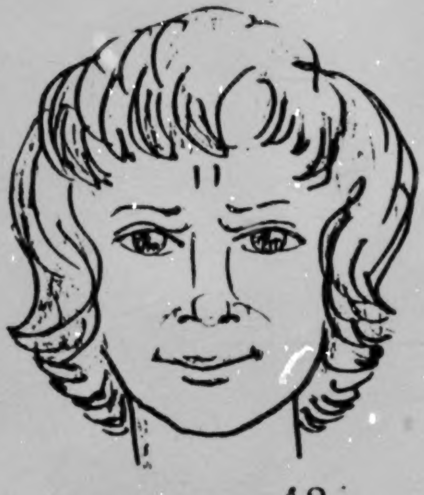


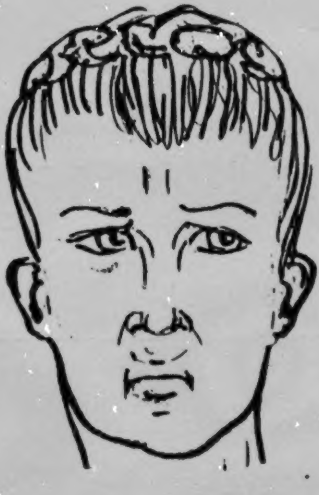


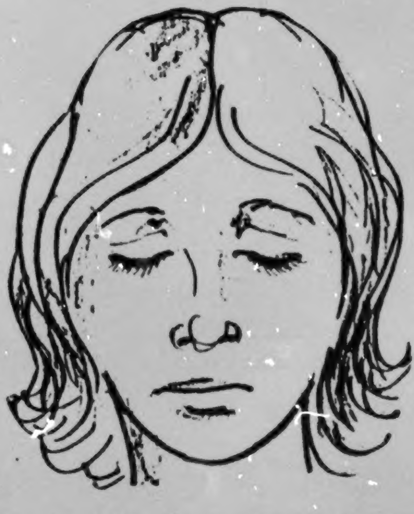


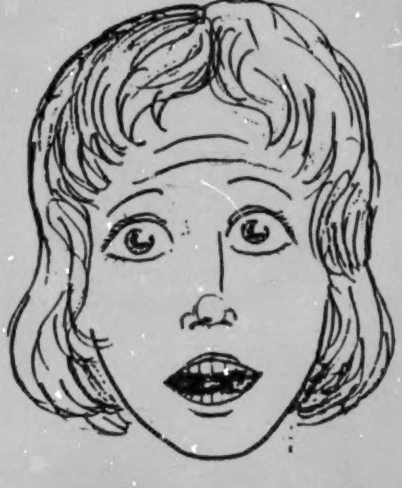


4. Find the one who is surprised.

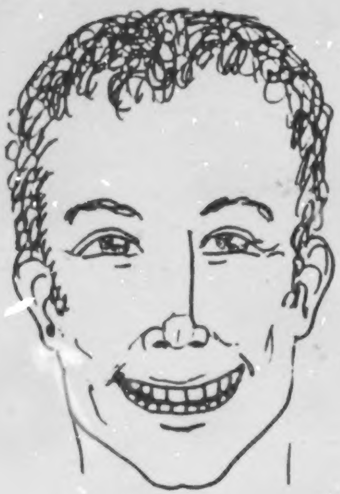


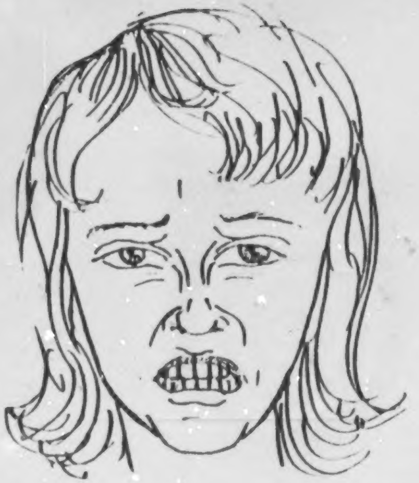


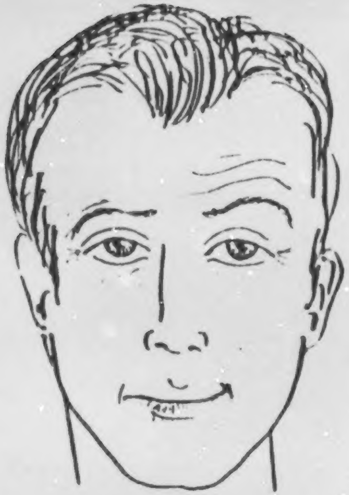


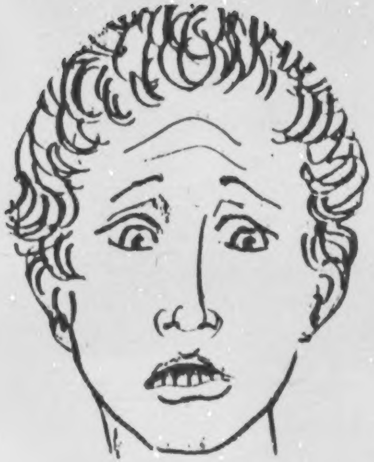


5. Find the one who is disgusted.

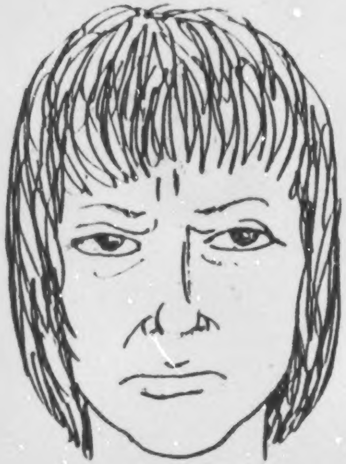


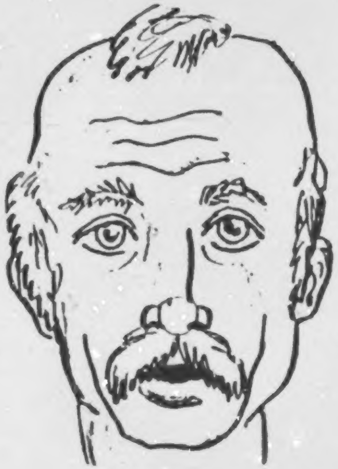


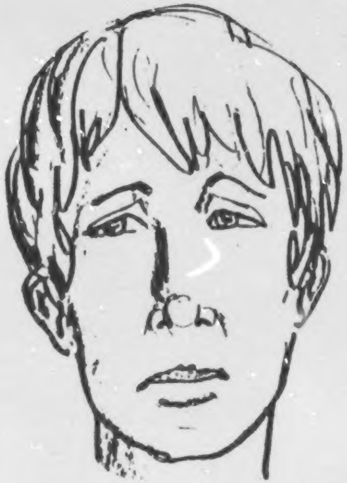


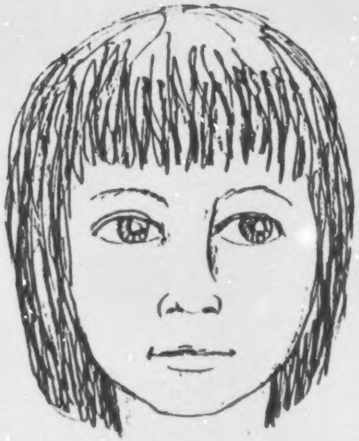


6. Find the one who is angry.

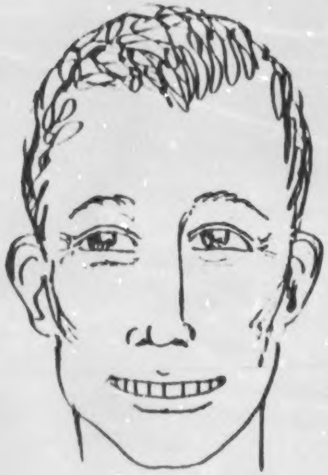


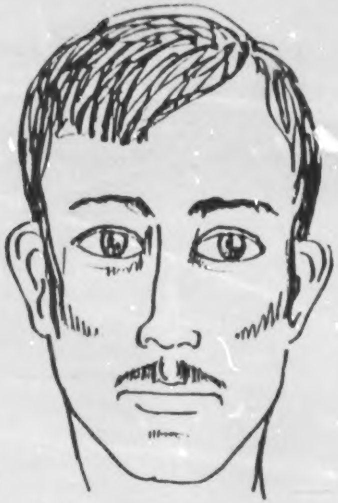


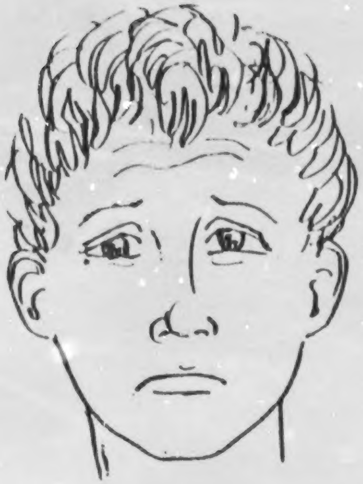


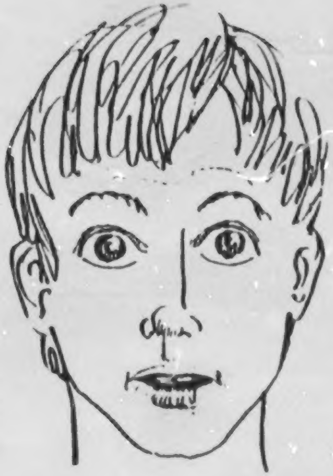


7. Find the one who is surprised.









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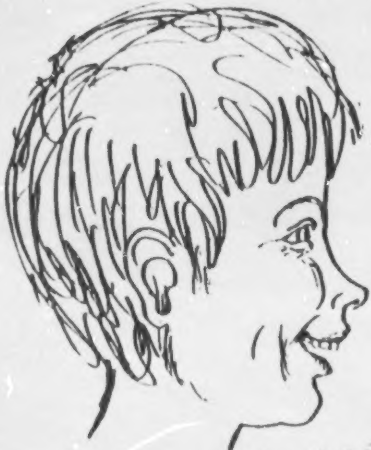
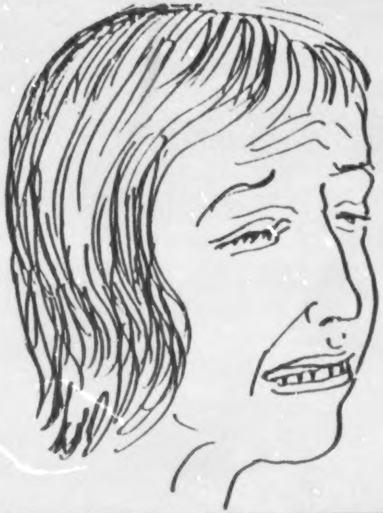
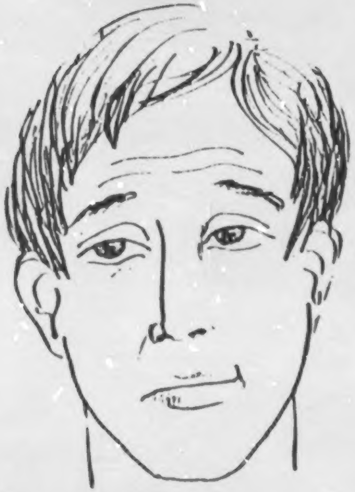
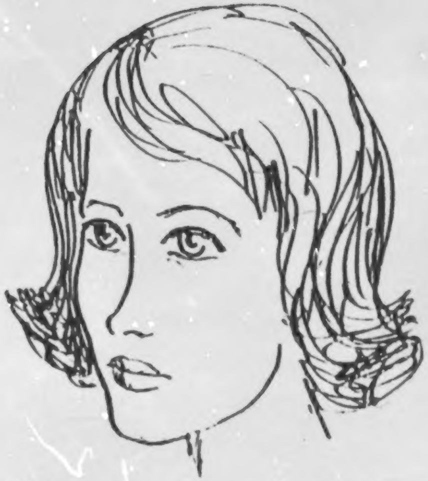
8. Find the one who is happy.

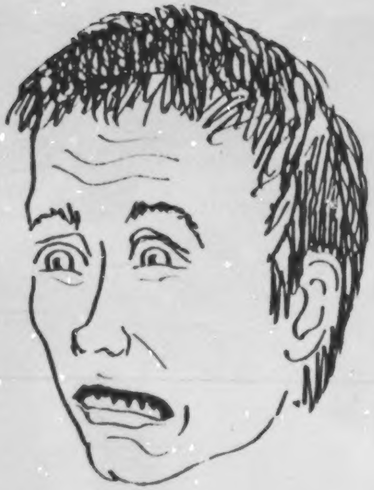
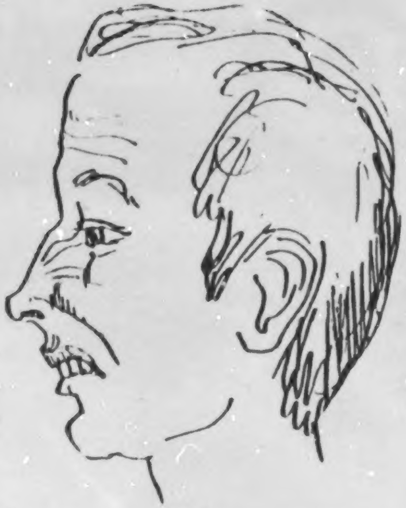
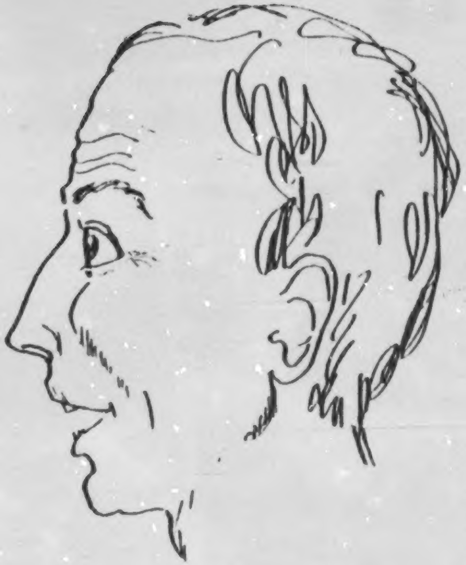
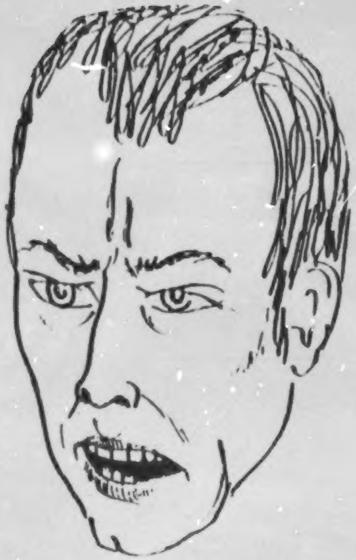








9. Find the one who is angry.

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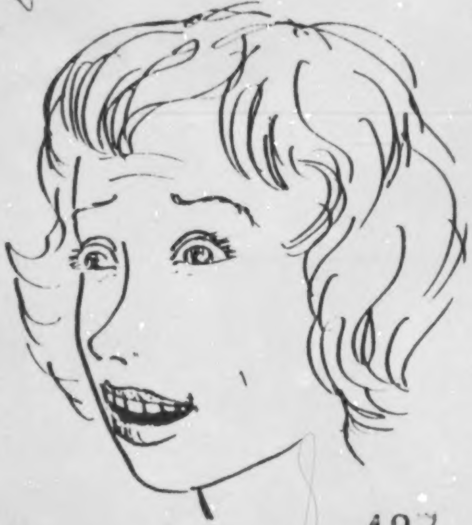
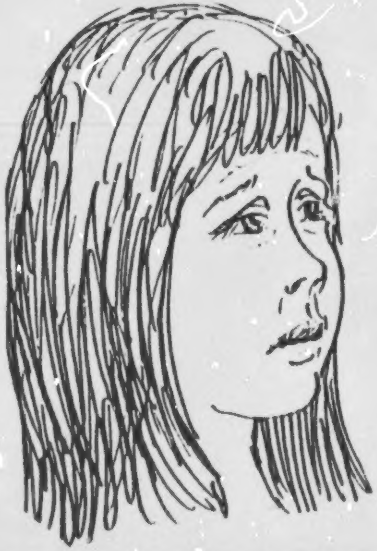
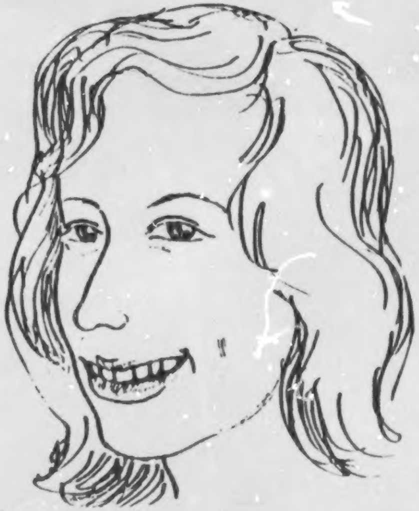
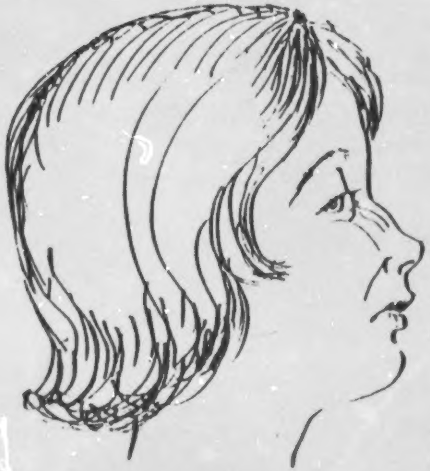
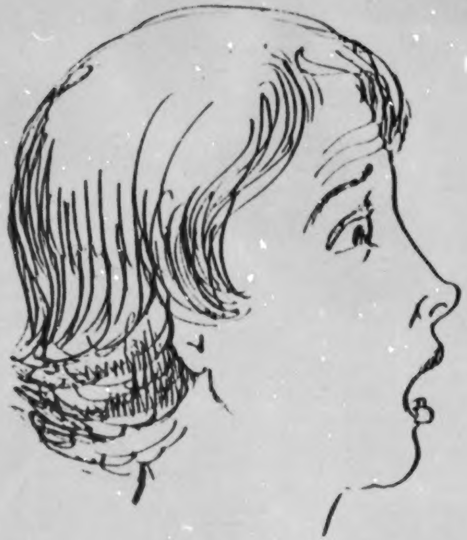
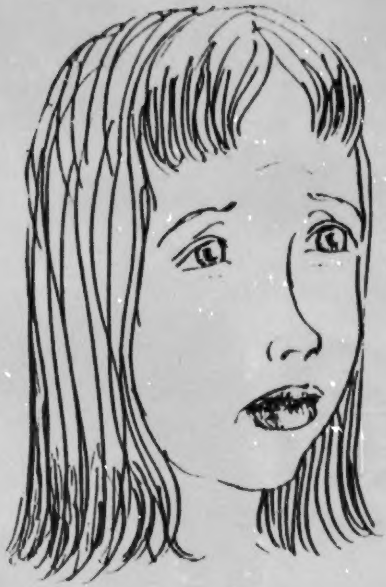
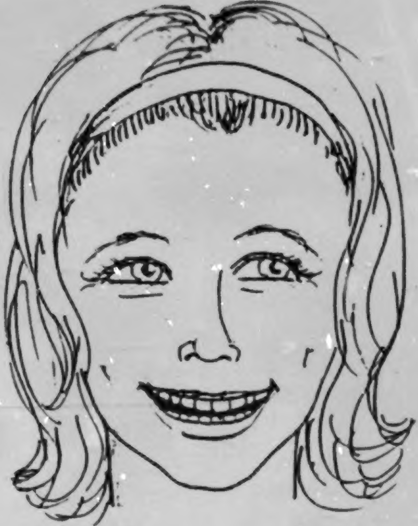
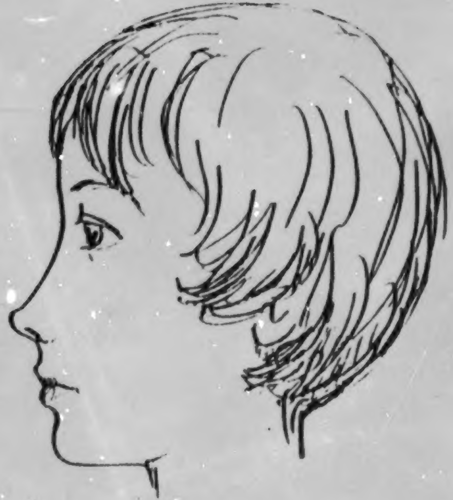
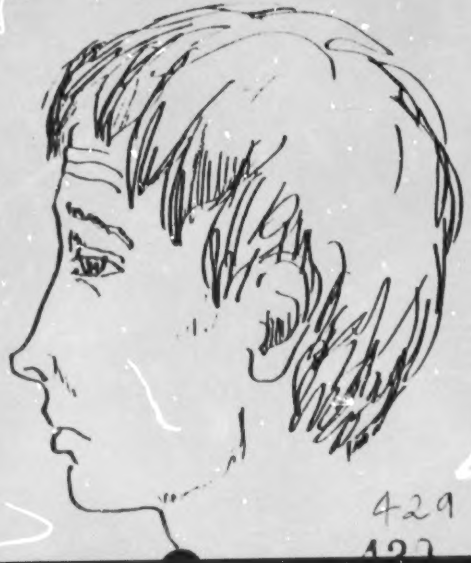
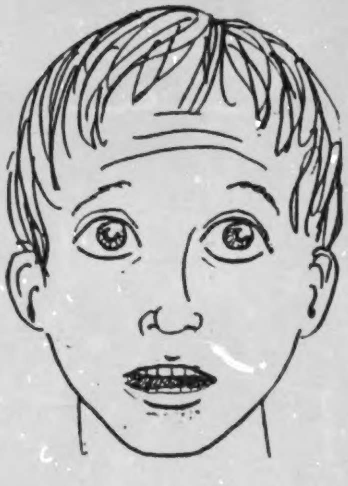
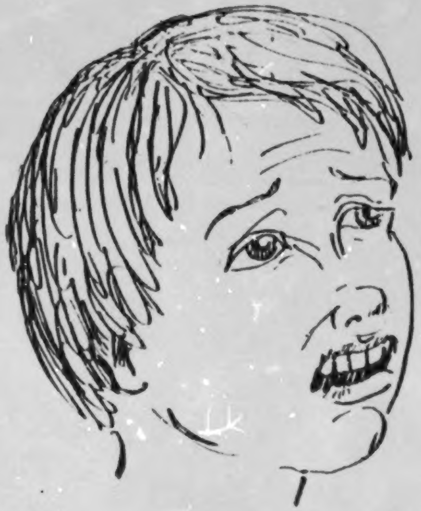
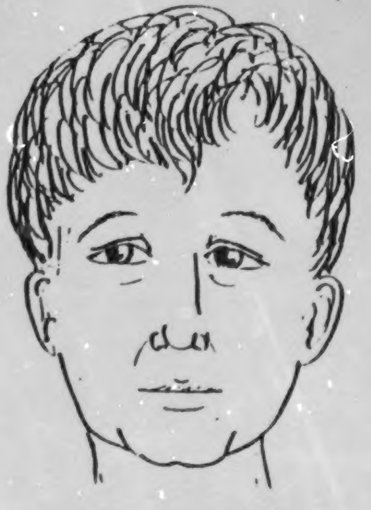
10. Find the one who is sad.

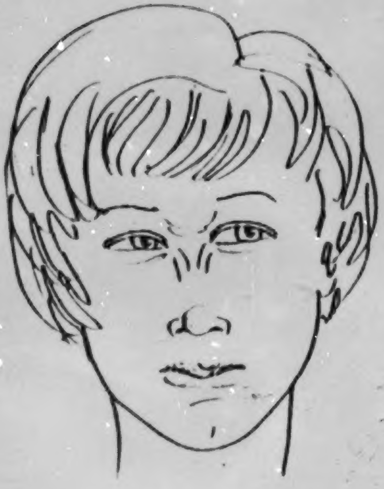
11. Find the one who is afraid.

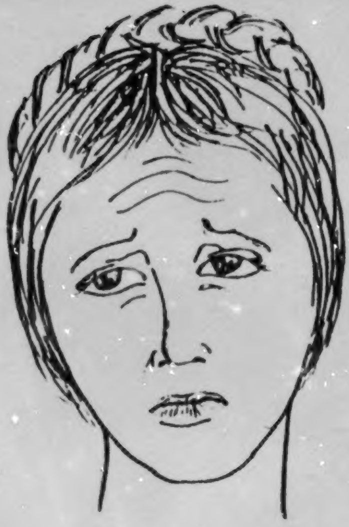





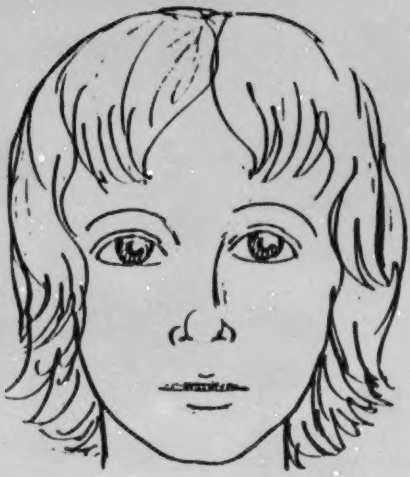
12. Find the one who is disgusted.

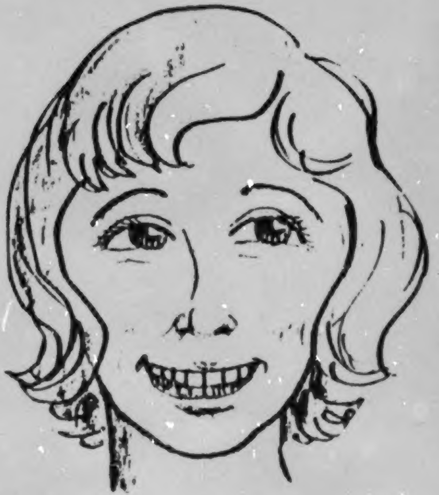





13. Find the one who is sad.

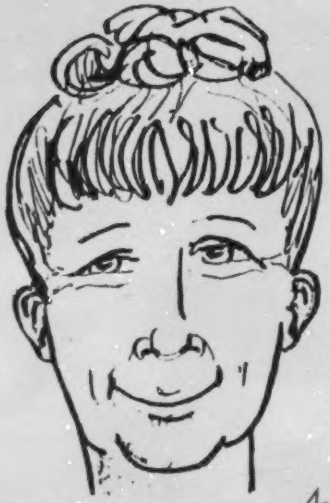


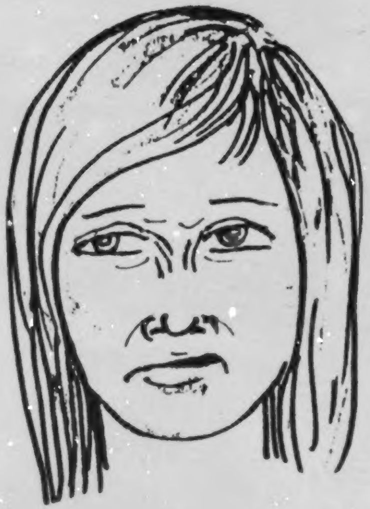


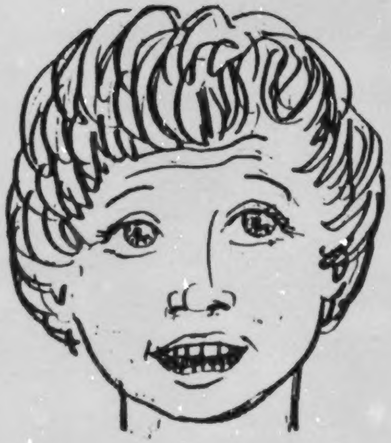


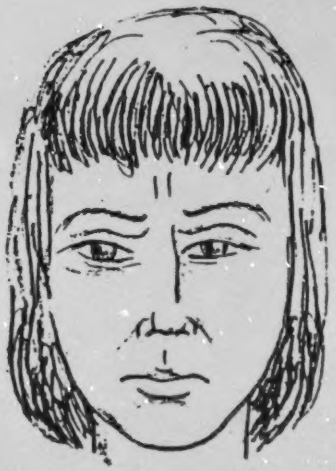


14. Find the one who is surprised.

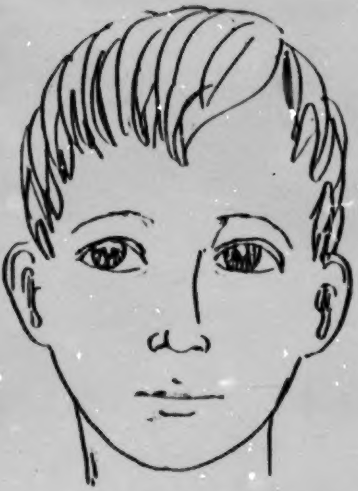


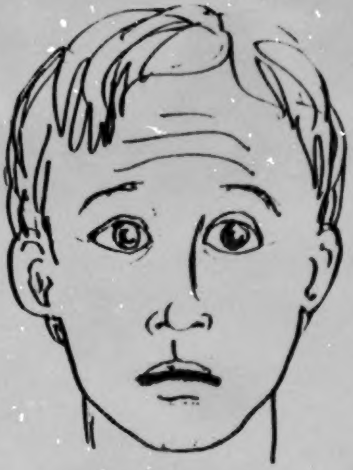


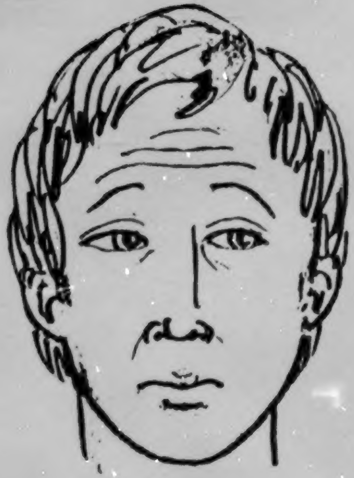


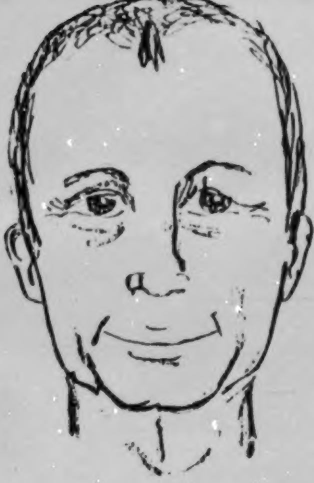


15. Find the one which is happy.

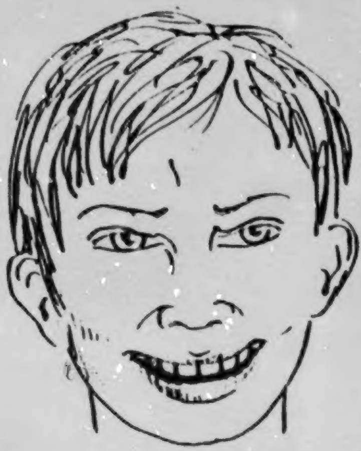


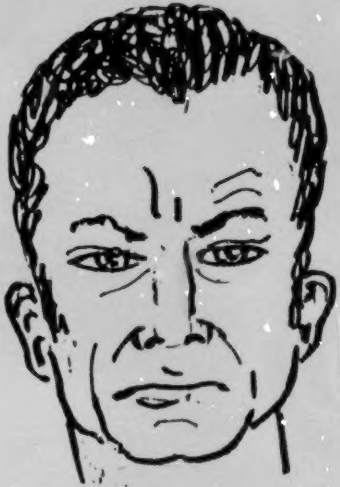


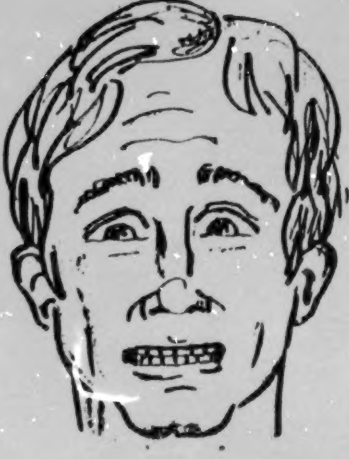


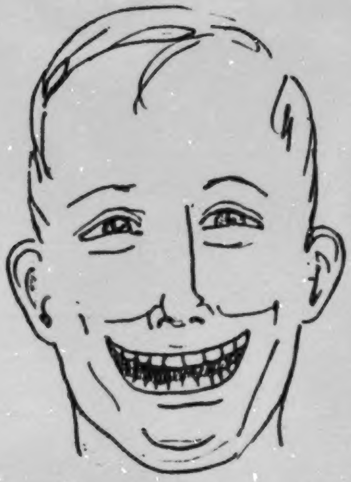


16. Find the one who is afraid.

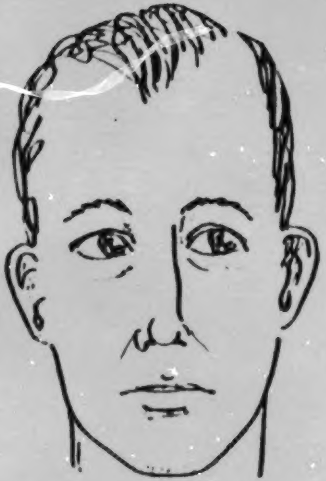
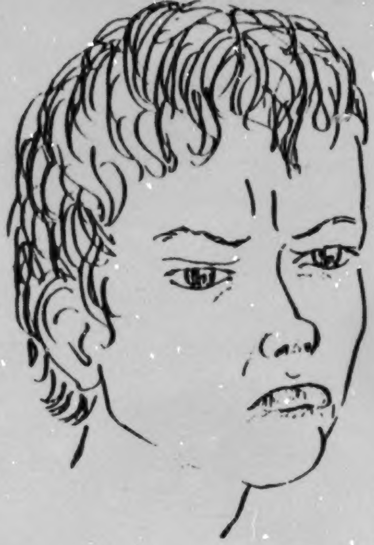
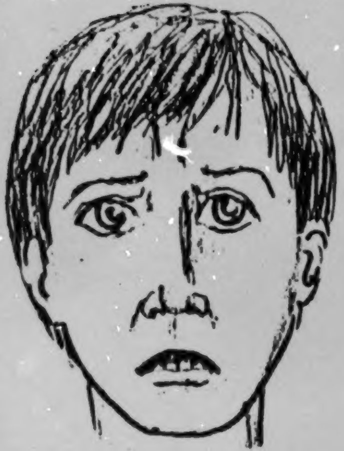
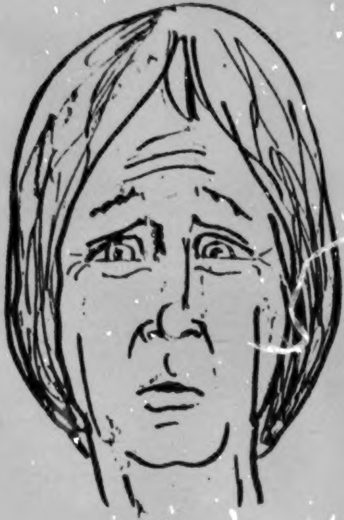




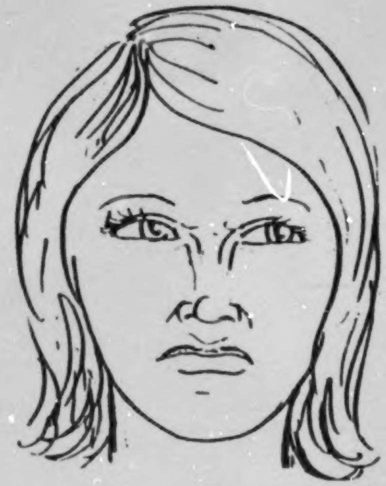
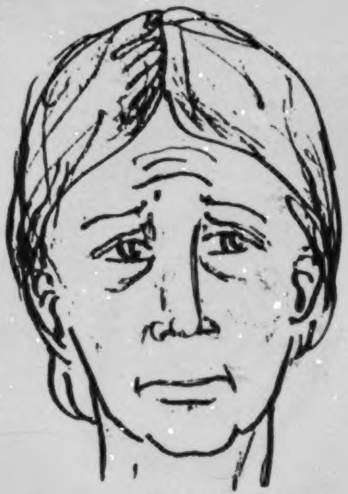
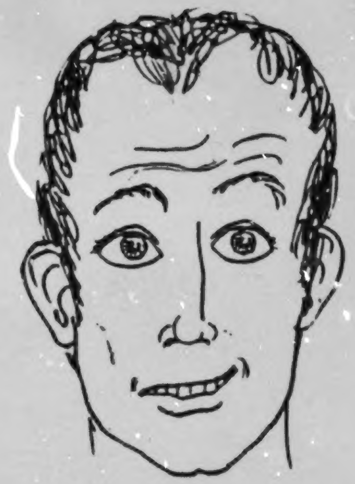
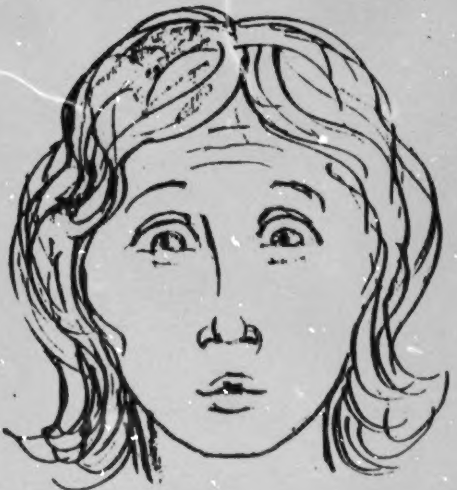




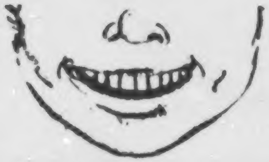
17. Find the one who is angry.

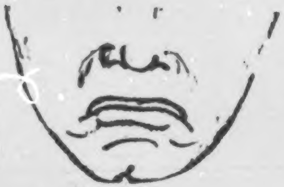





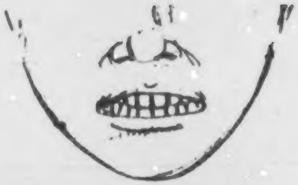
18. Find the one who is disgusted.

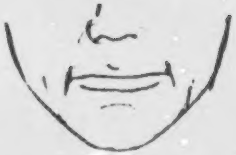





19. **Find the one who is happy.**

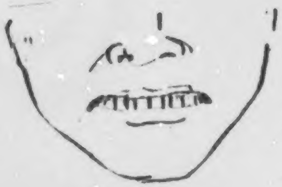


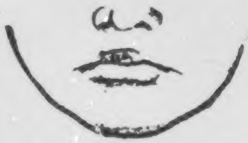


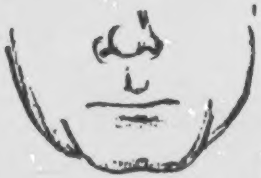


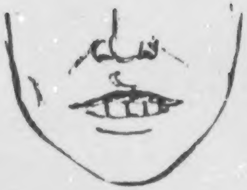


20. **Find the one who is sad.**

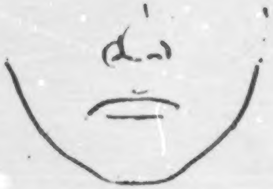


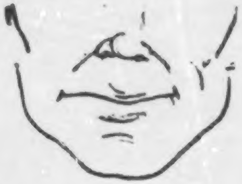


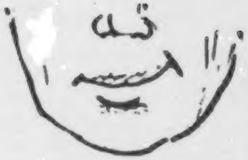


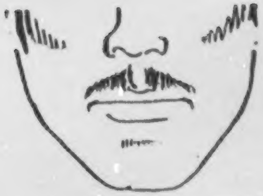


21. **Find the one who is sad.**









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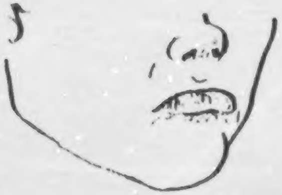
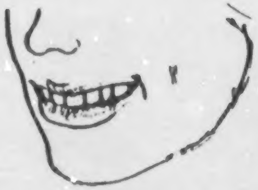
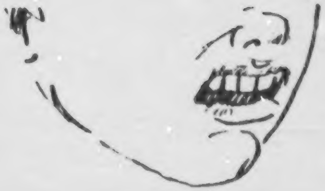
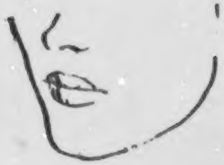
22. **Find the one who is disgusted.**









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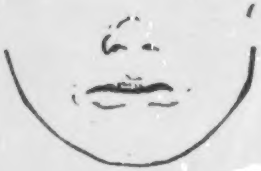
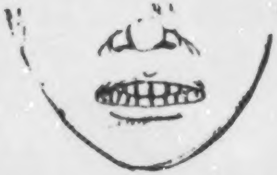
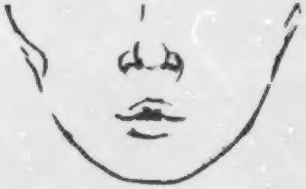
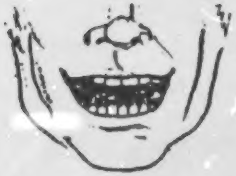
23. Find the one who is afraid.

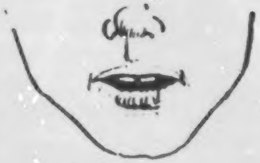


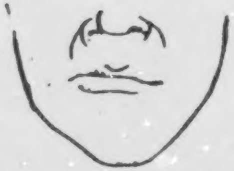


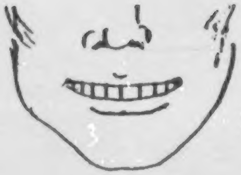


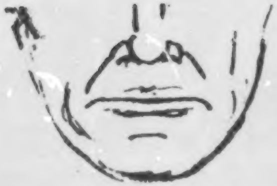


24. Find the one who is happy.

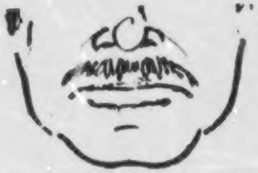


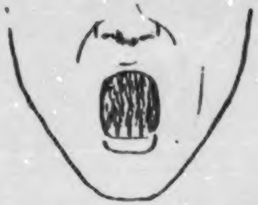


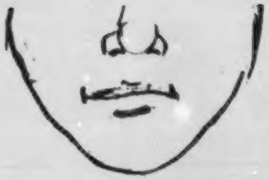


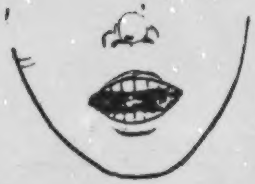


25. Find the one who is surprised.

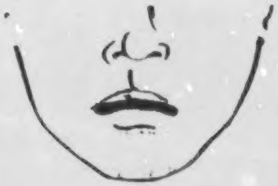


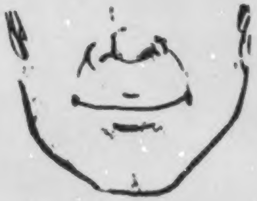


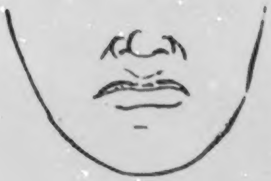


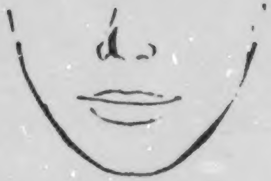


26. Find the one who is disgusted.

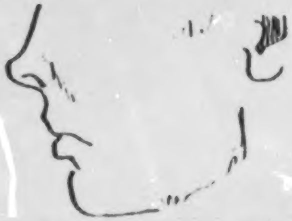


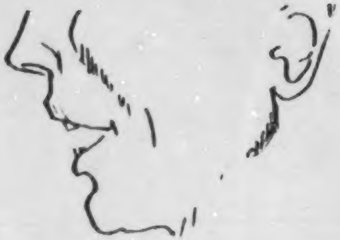


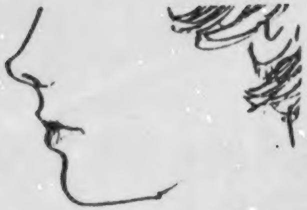


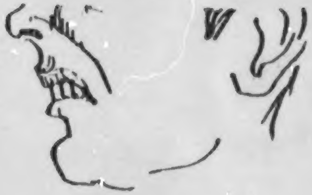


27. Find the one who is surprised.

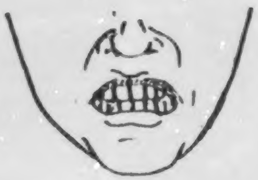


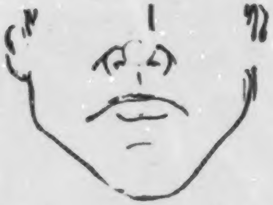


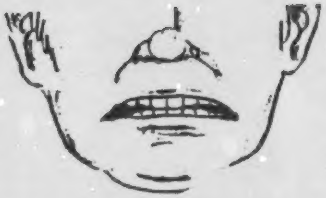


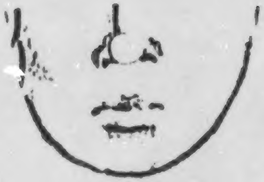


28. Find the one who is afraid.

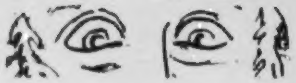


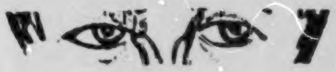


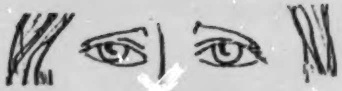


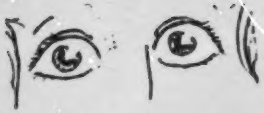


29. Find the one who is afraid.

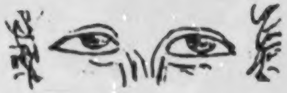


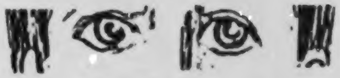


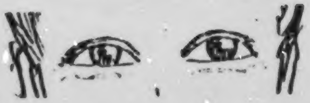


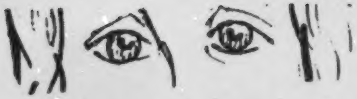


30. Find the one who is sad.

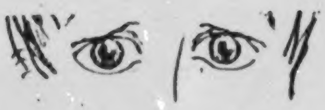


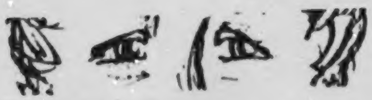


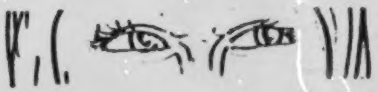


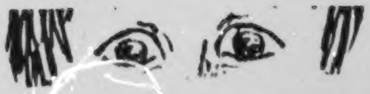


31. Find the one who is sad.

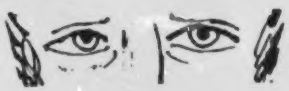


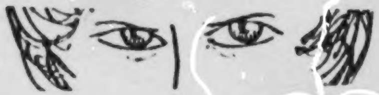


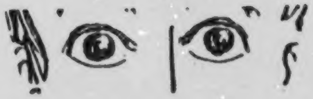


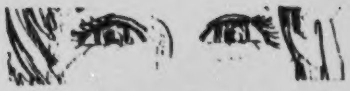


32. Find the one who is surprised.

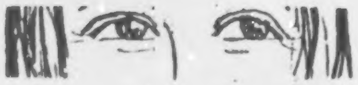


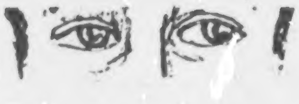


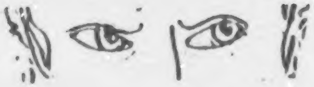


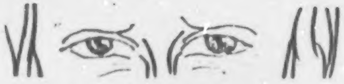


33. Find the one who is happy.









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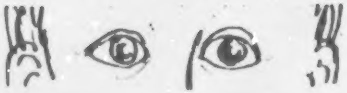
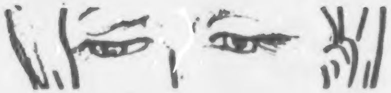
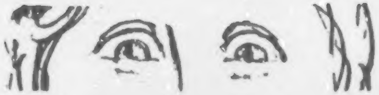
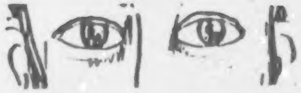
34. Find the one who is afraid.

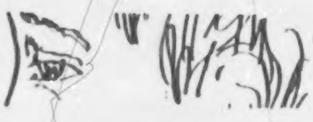


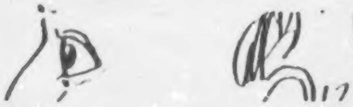


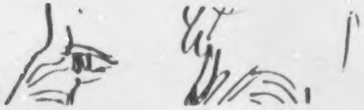


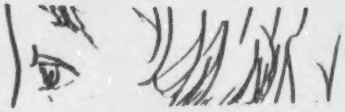


35. Find the one who is surprised.

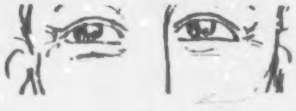


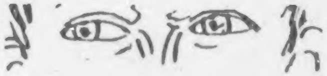


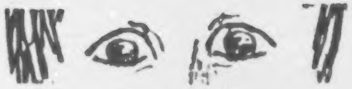


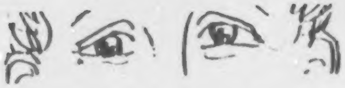


36. Find the one who is happy.

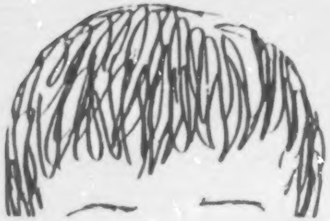


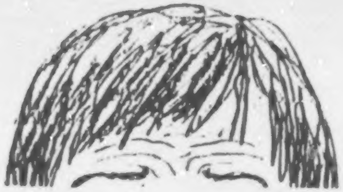


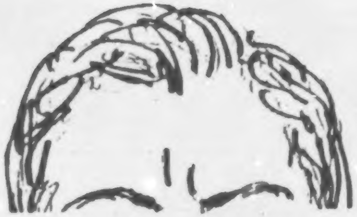


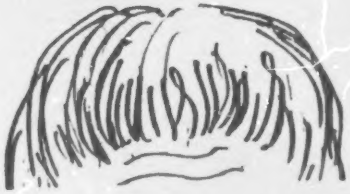


37. Find the one who is afraid.

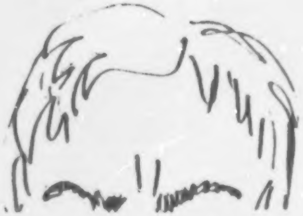


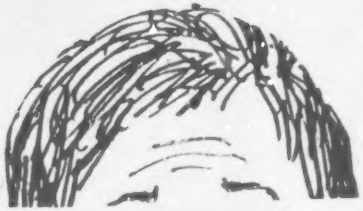


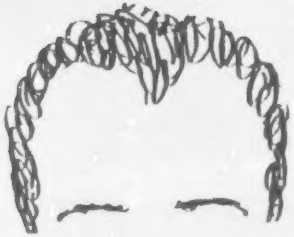


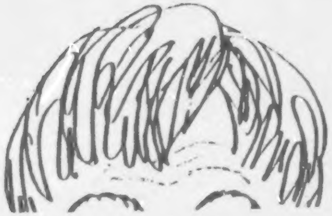


38. Find the one who is surprised.

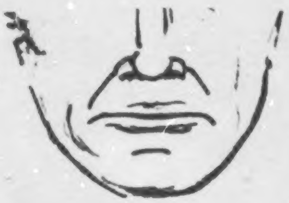


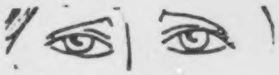


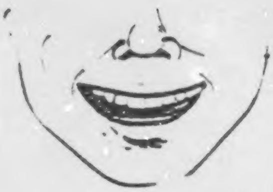


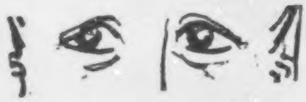


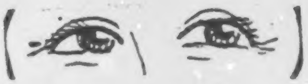
39. Find all the ones who are happy.

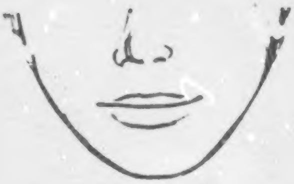


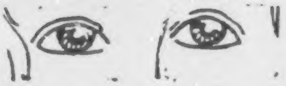


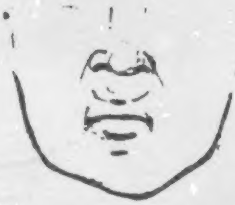


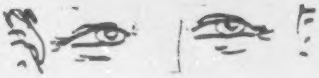


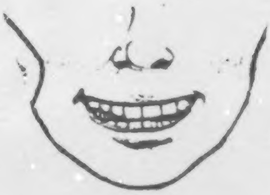






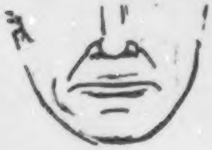


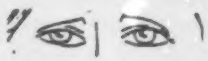


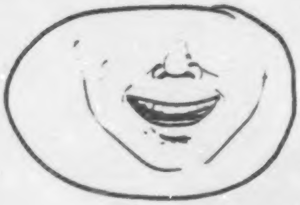


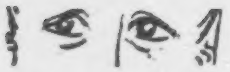
ANSWER SHEET

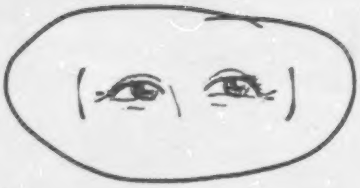
39. Find all the ones who are happy.

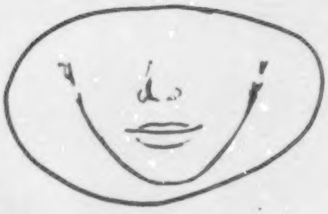


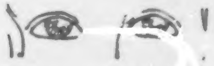


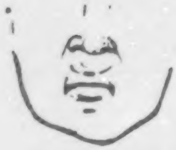


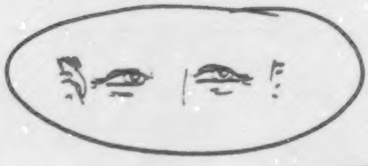


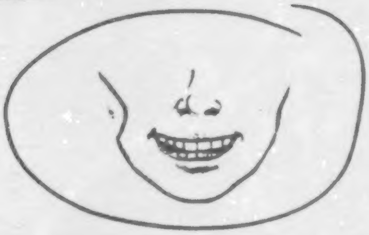




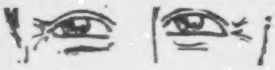


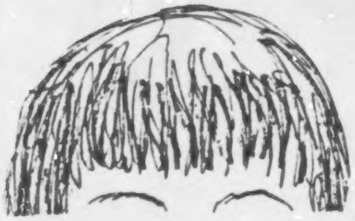


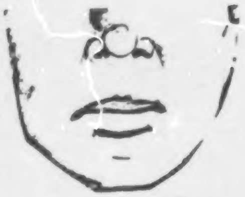


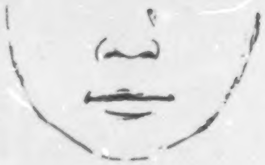


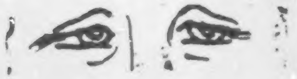
40. Find all the ones who are sad.

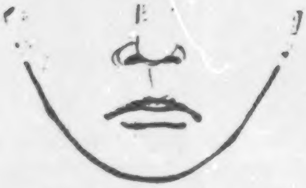


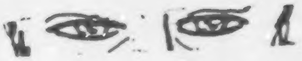


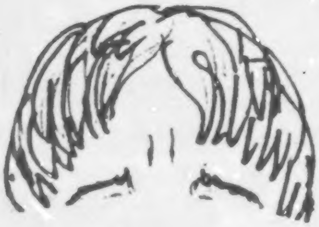


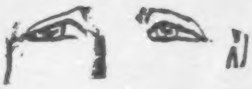


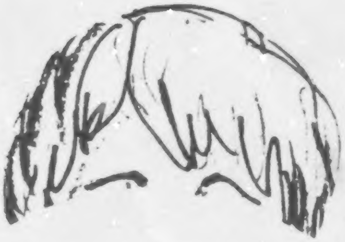


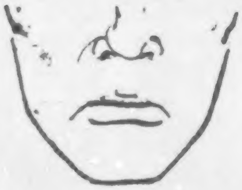


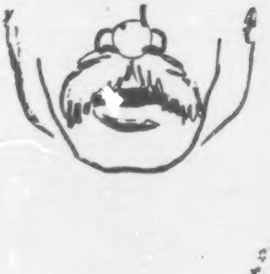


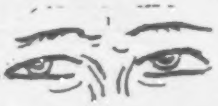


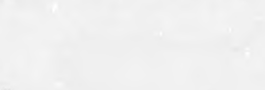


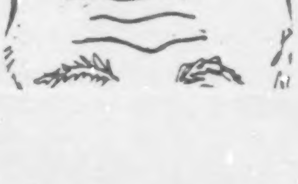


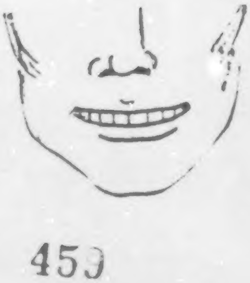






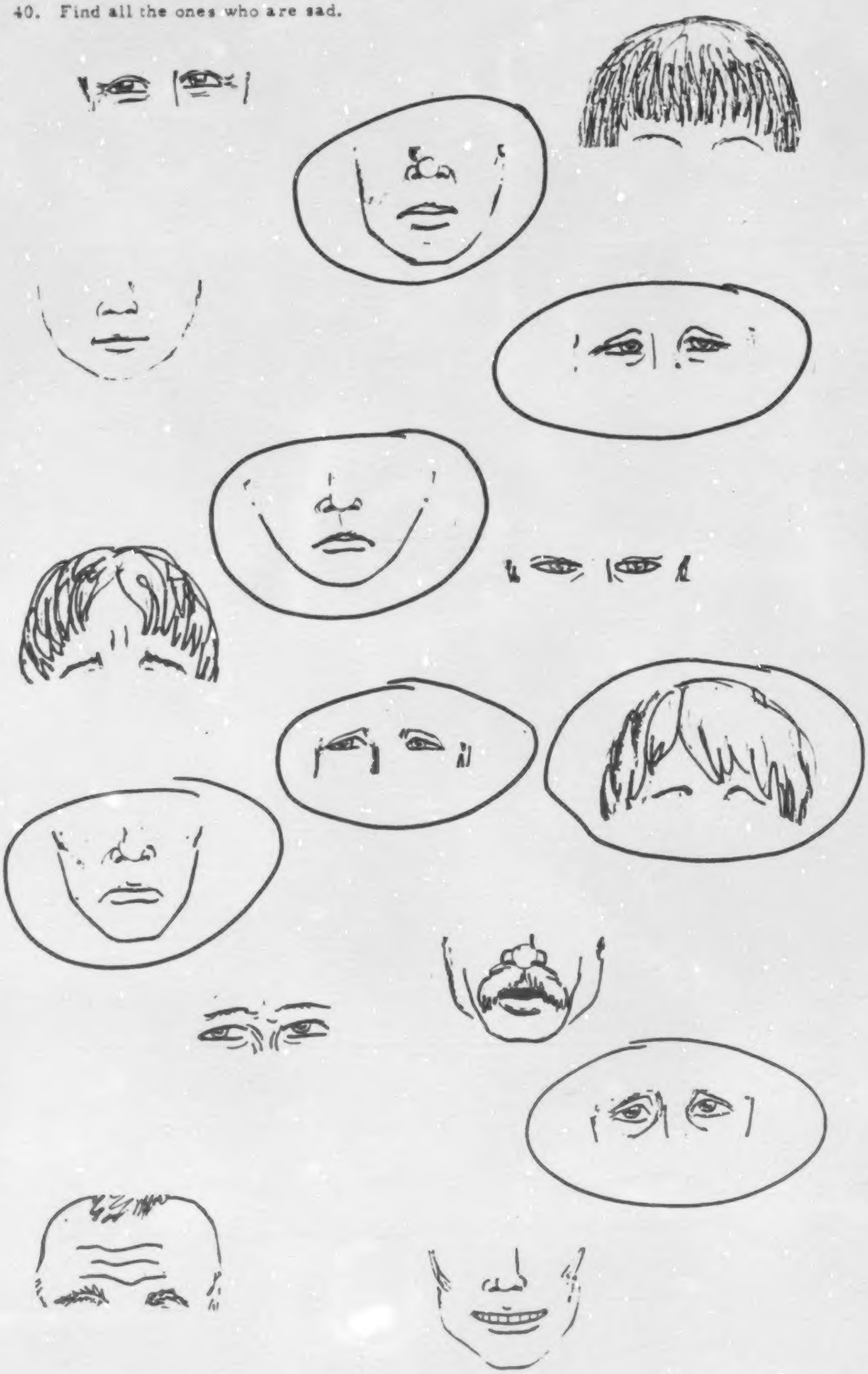




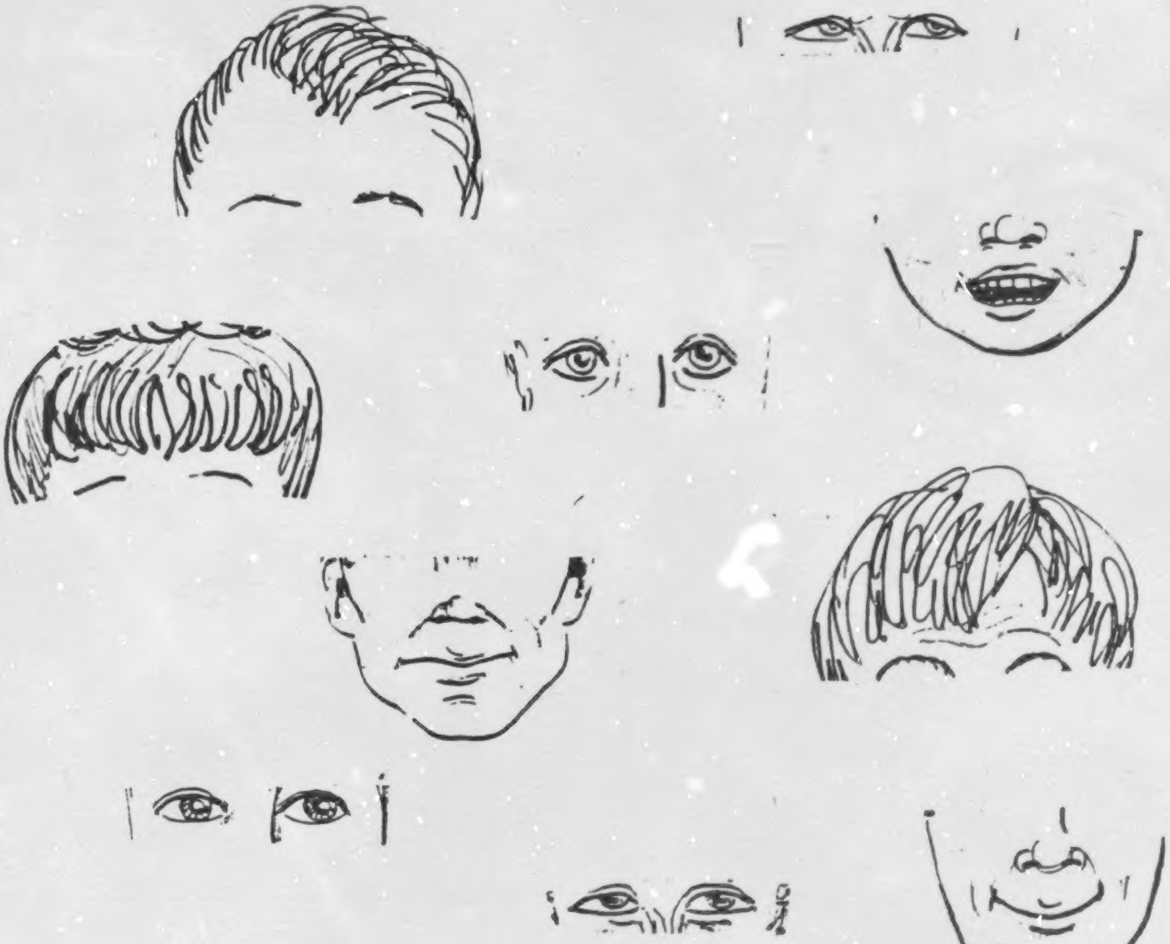


ANSWER SHEET

40. Find all the ones who are sad.

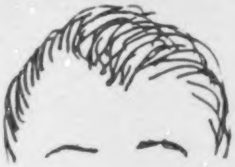


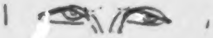
41. Find all the ones who are surprised.

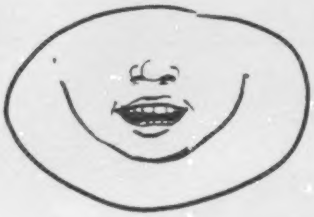


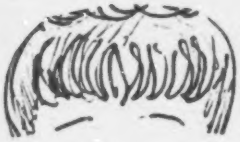
ANSWER SHEET

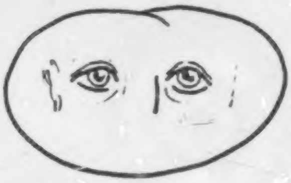
41. Find all the ones who are surprised.

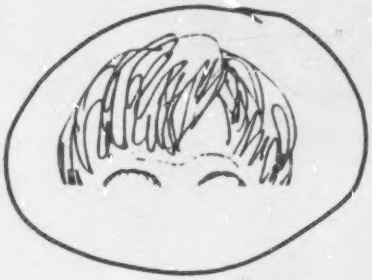


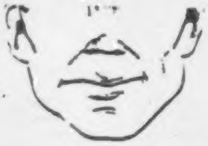


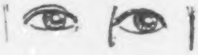


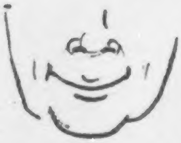


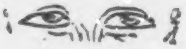


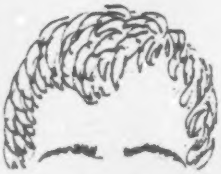


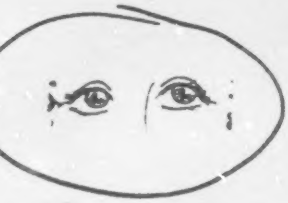


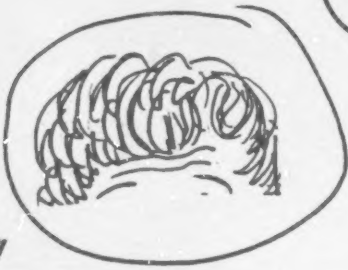


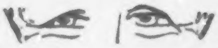


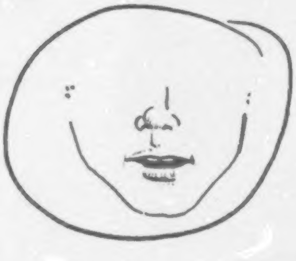




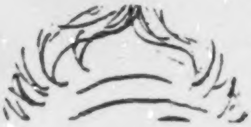


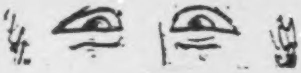


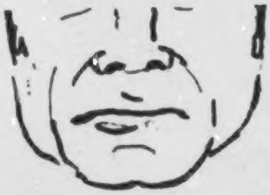


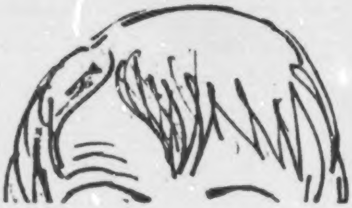


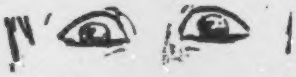
42. Find all the ones who are afraid.

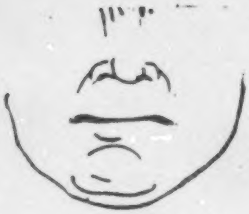


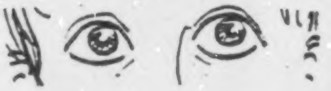


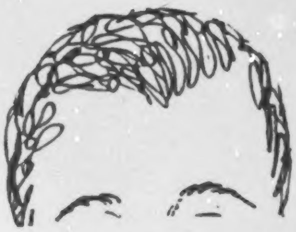


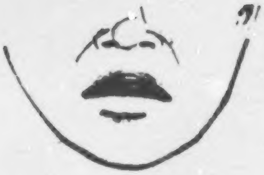


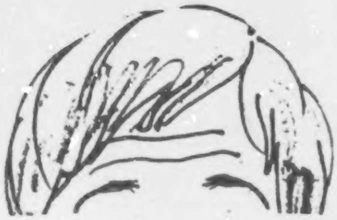


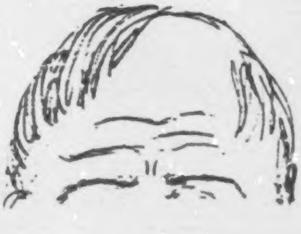


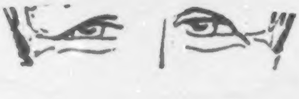


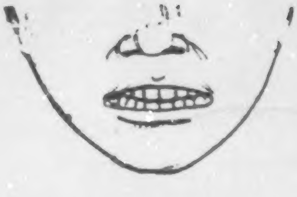


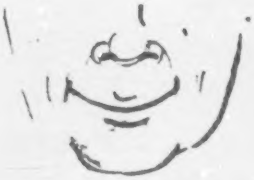


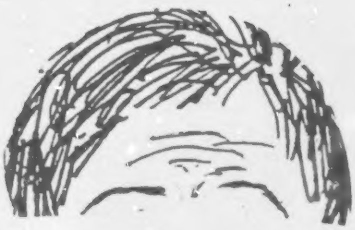






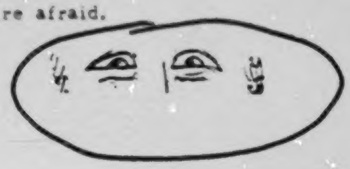


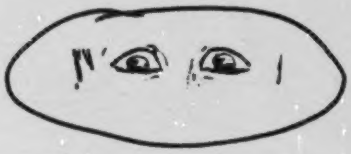


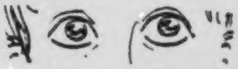


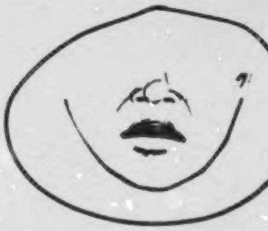
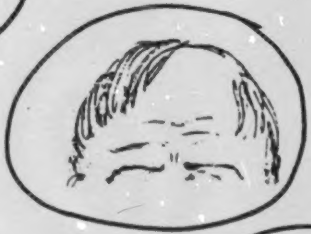
ANSWER SHEET

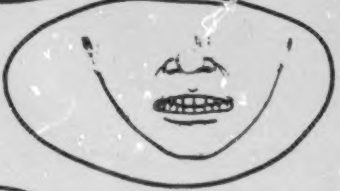
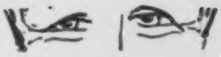
42. Find all the ones who are afraid.

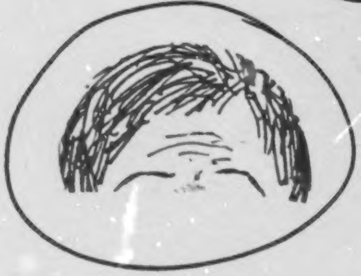




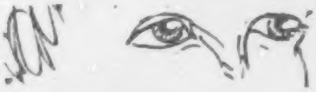
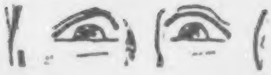
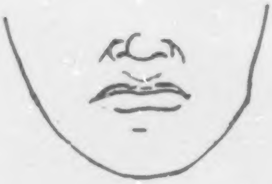
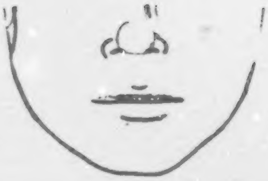
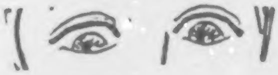
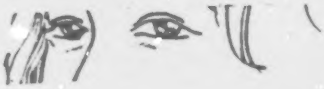
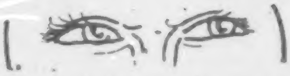
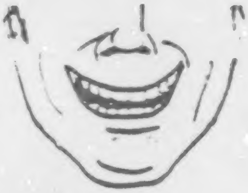
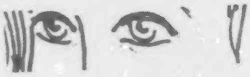
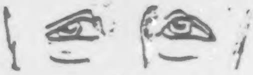
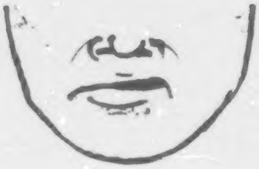
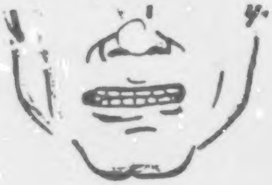
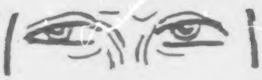




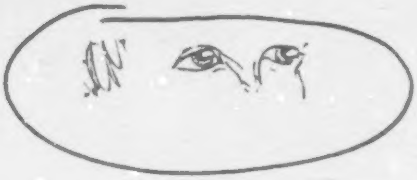
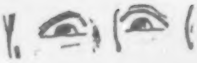
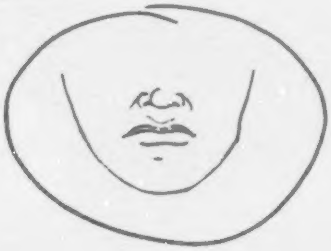
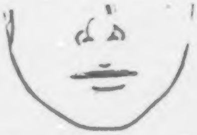
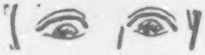
43. Find all the ones who are disgusted.

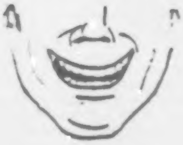
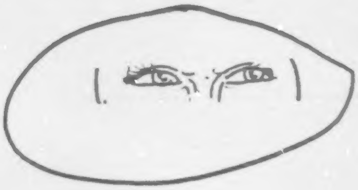
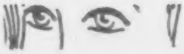
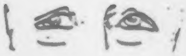
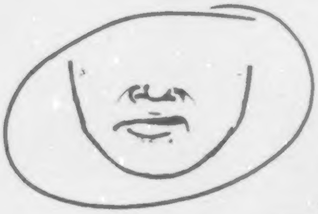
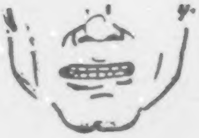
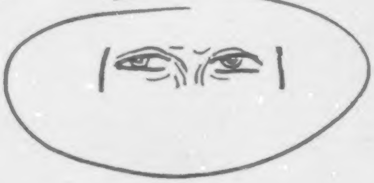














ANSWER SHEET

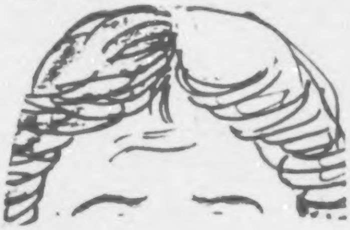
CBU

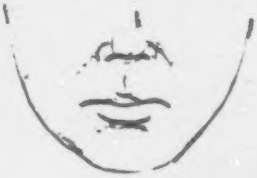
43. Find the ones who are disgusted.

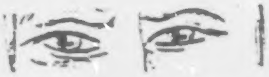






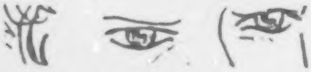








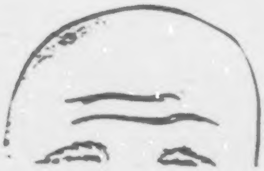
44. Find all the ones who are angry.

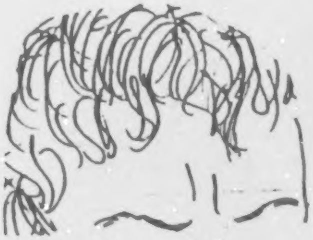


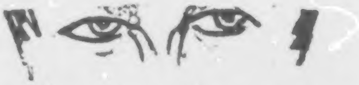


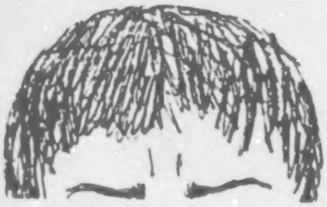


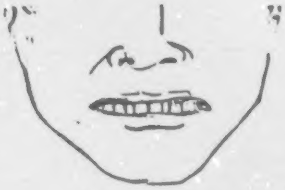


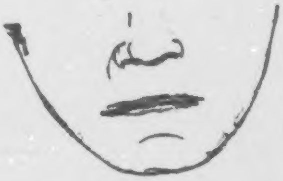


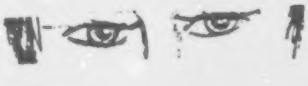


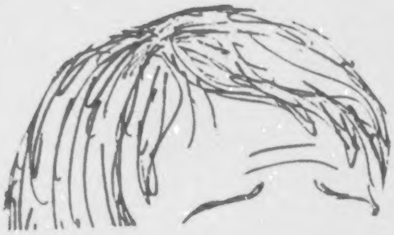


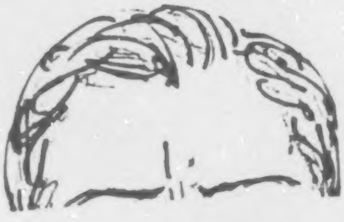


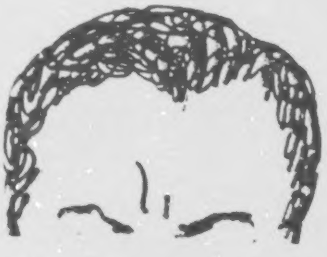


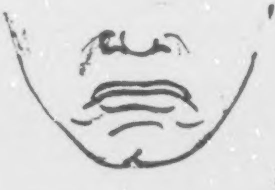






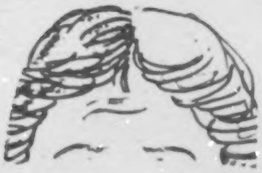


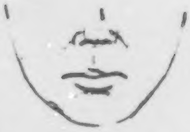


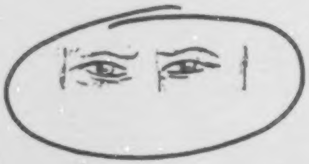


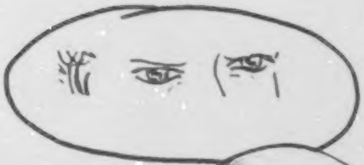
ANSWER SHEET

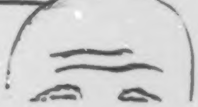
44. Find all the ones who are angry.

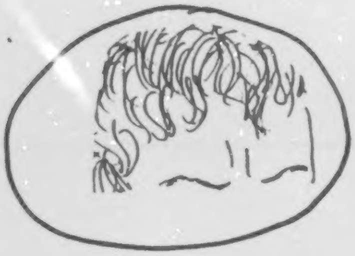


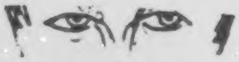


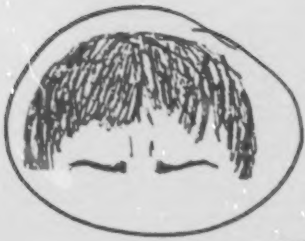


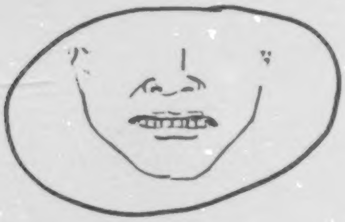


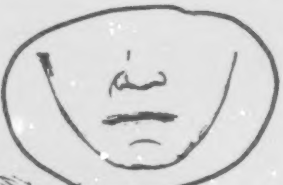


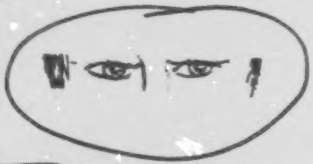


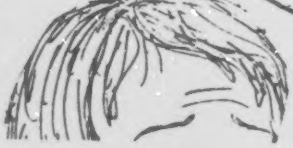


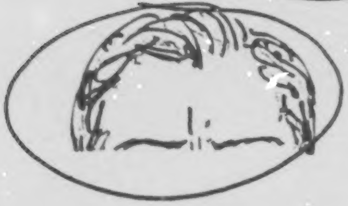


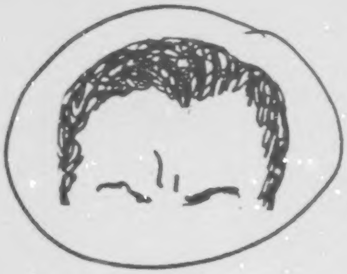


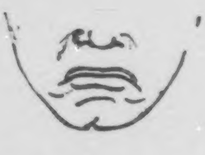






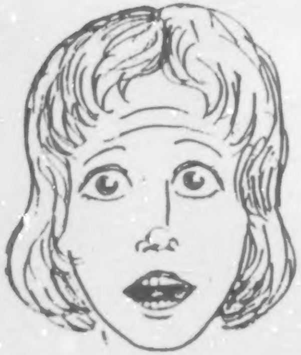


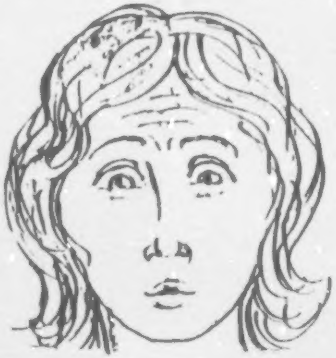


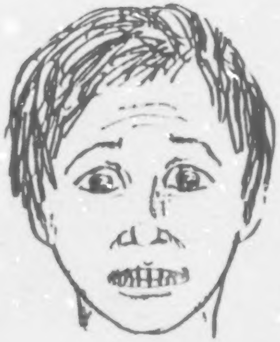


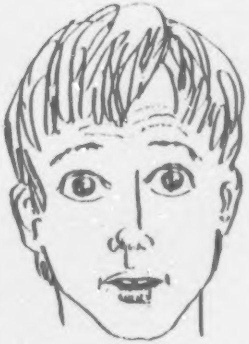
In the rest of the problems find someone from the group of pictures to the right of the line who feels the same way as the person on the left.

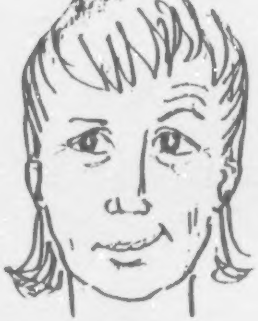
45.



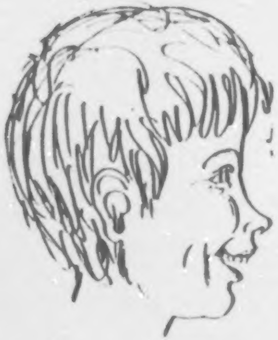


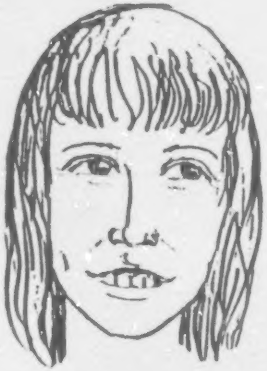


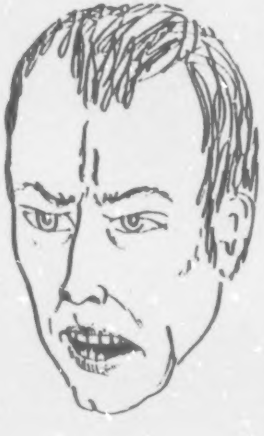


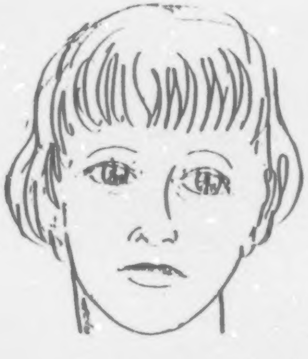


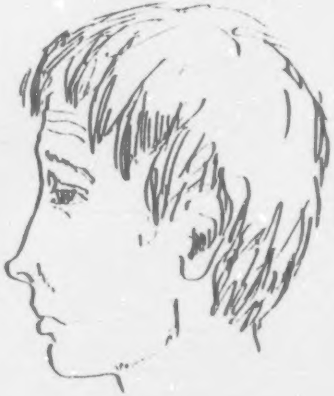
46.











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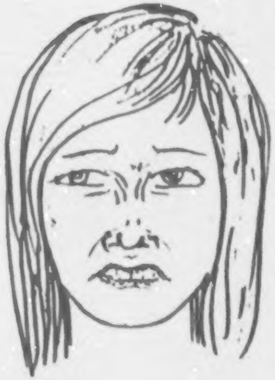
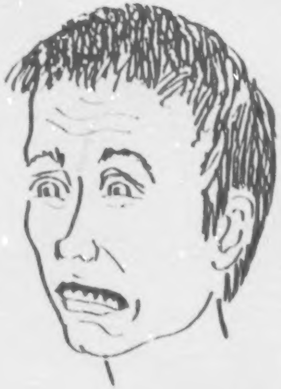
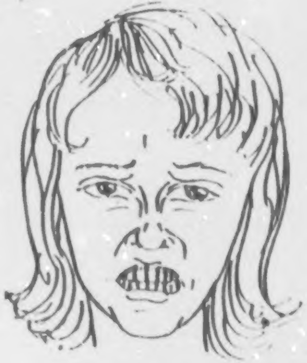
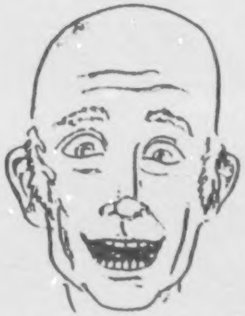
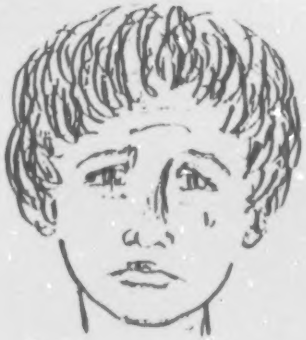
47.











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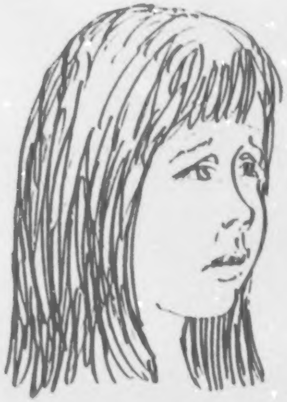

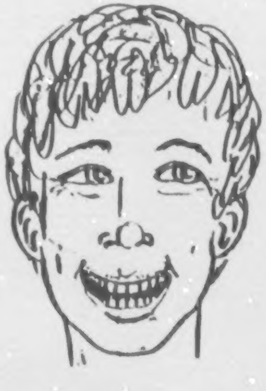

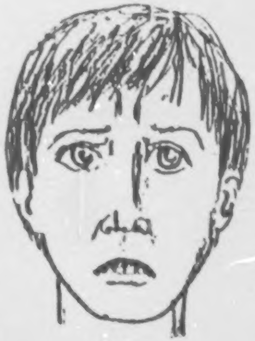

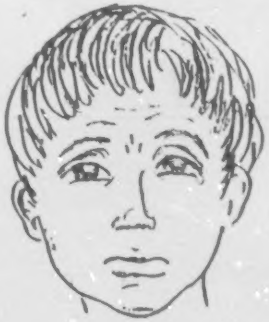

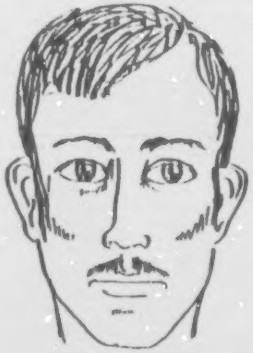

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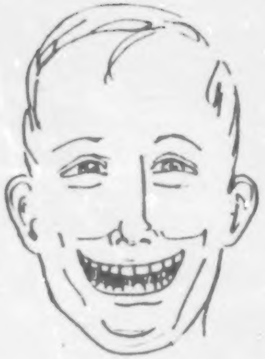

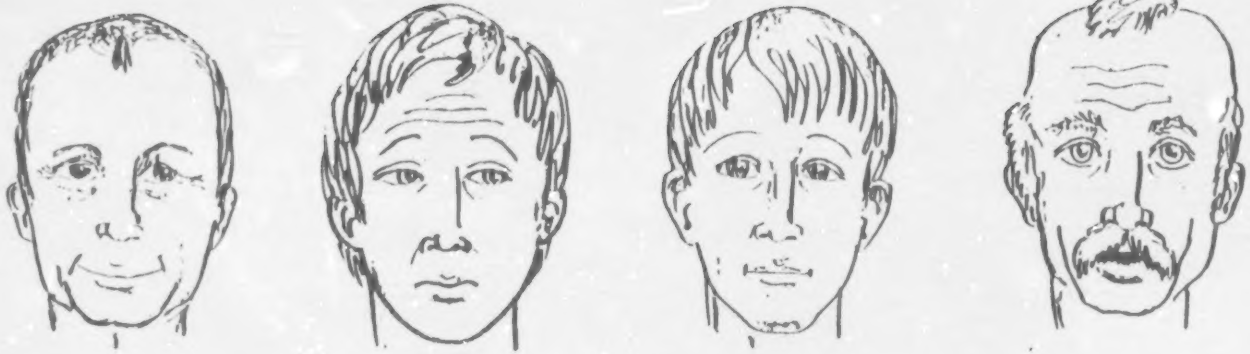

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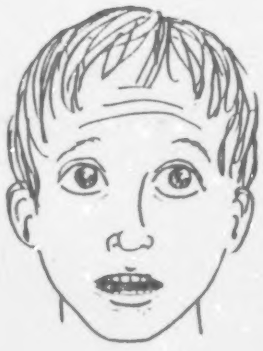

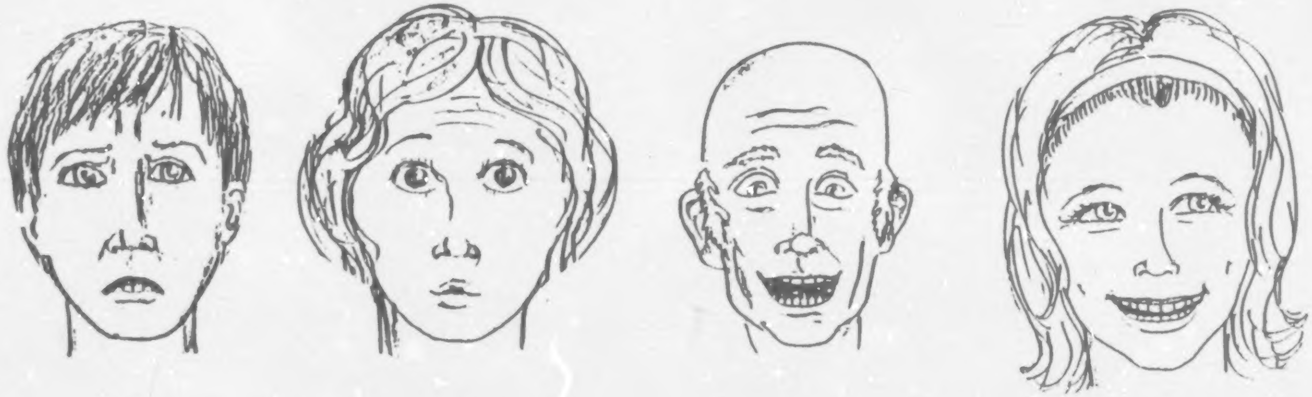

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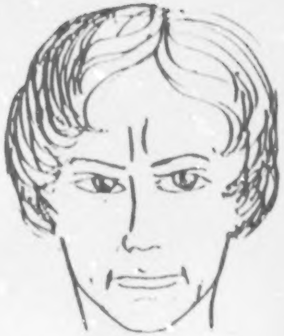

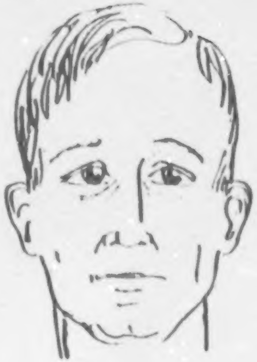

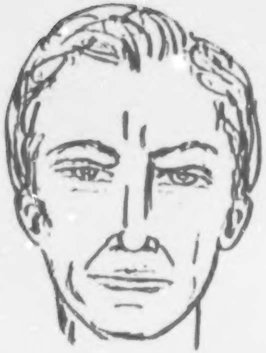

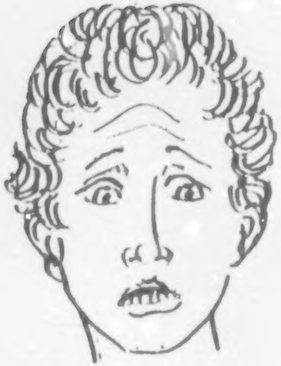

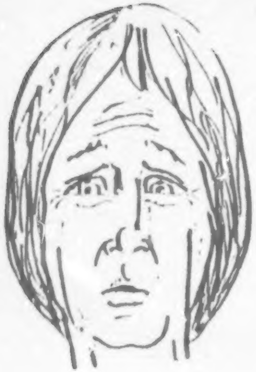

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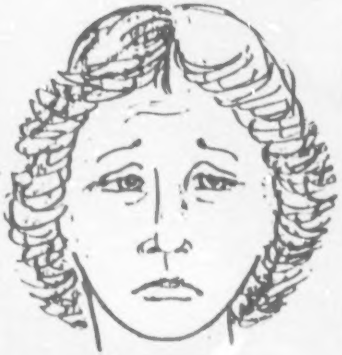

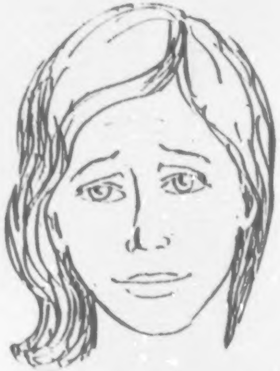

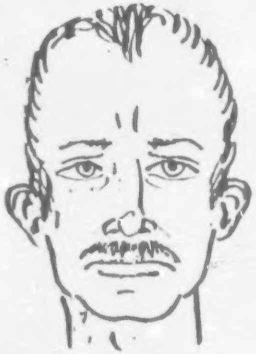

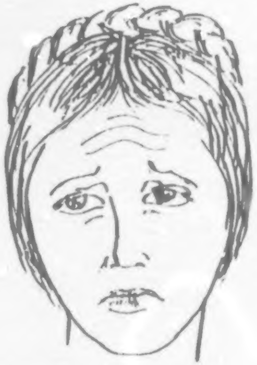

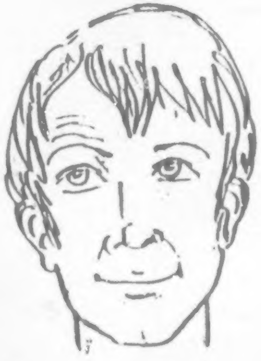

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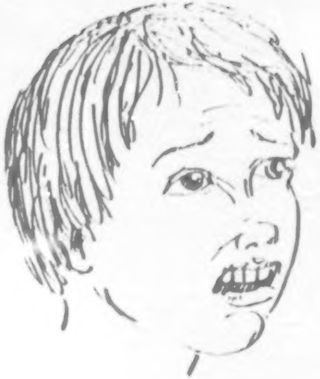

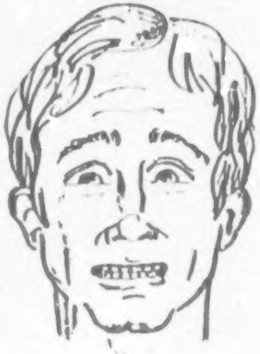

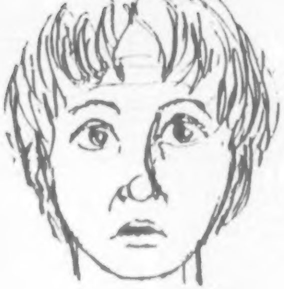

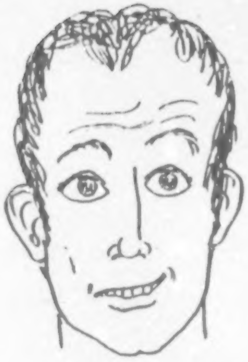

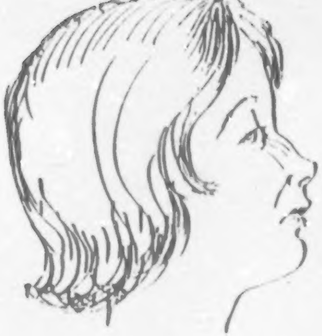

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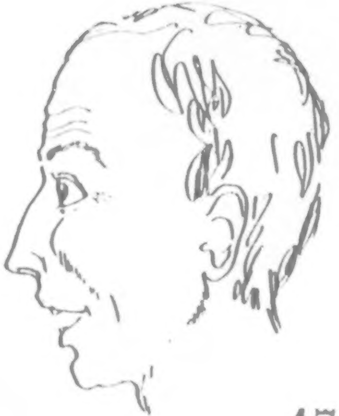

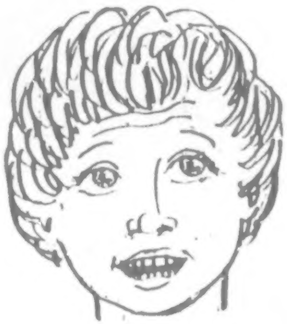

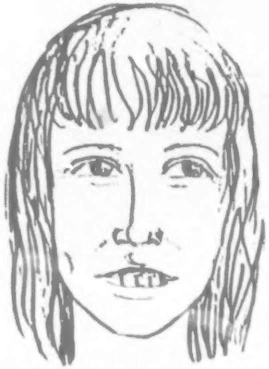

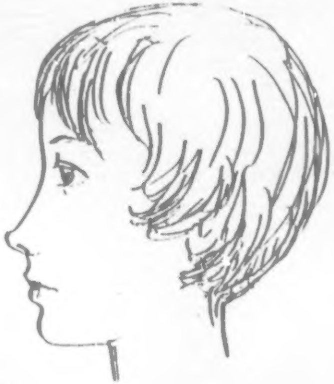

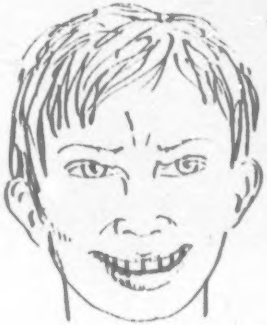

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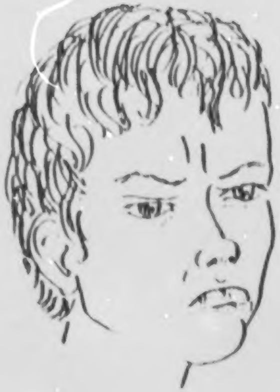

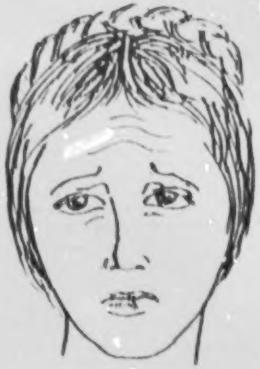

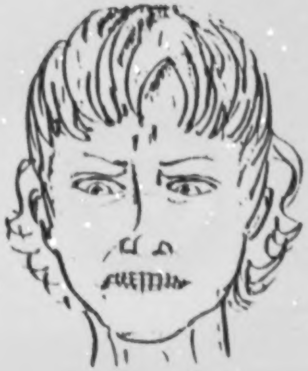

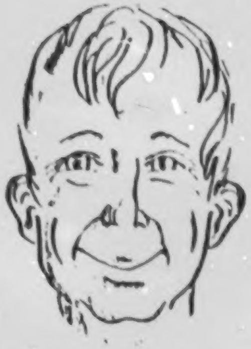

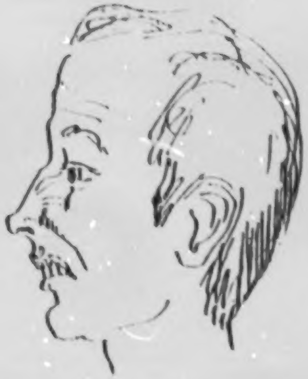

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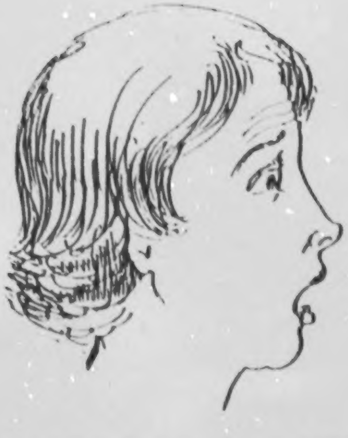

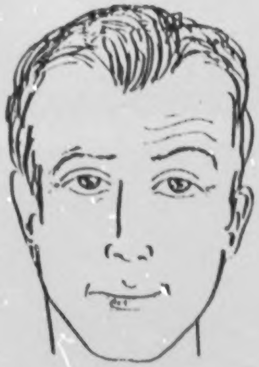

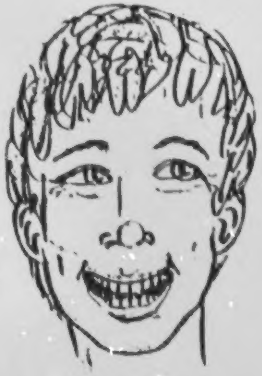

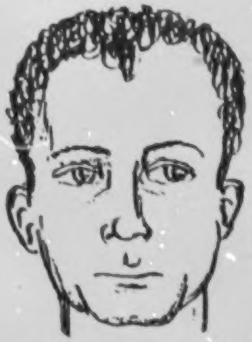

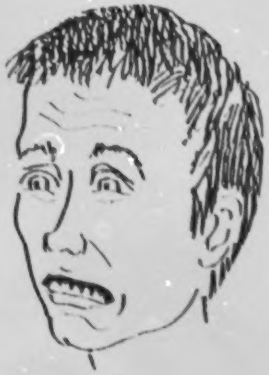

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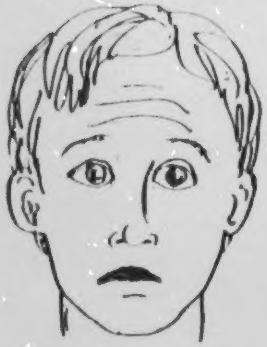

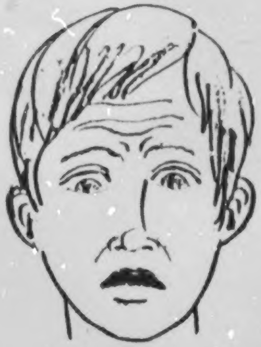

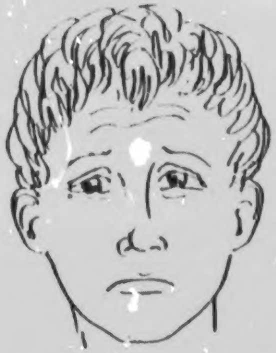

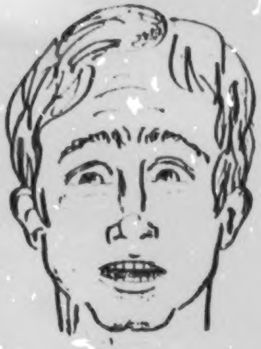

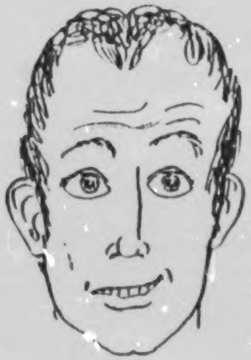

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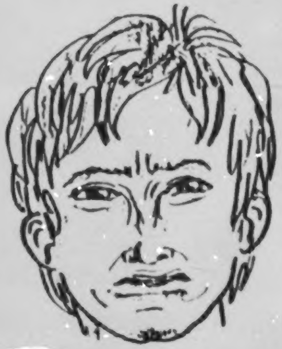

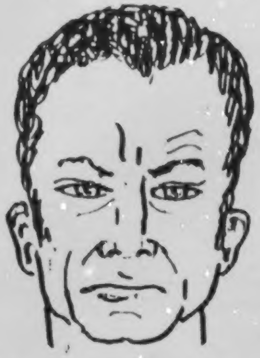

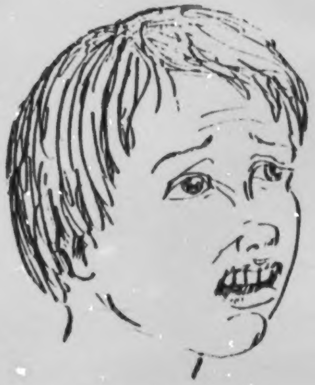

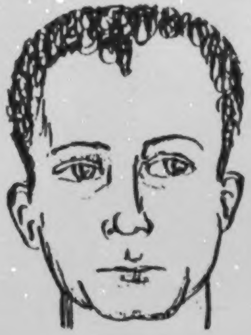

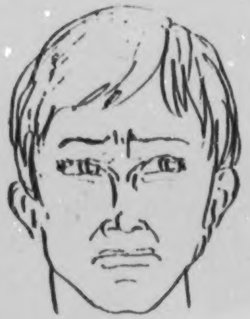

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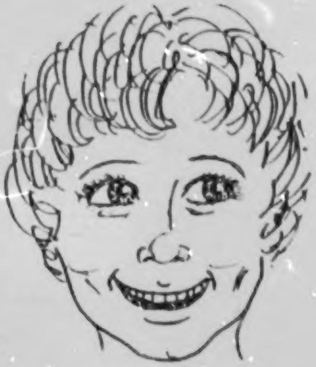

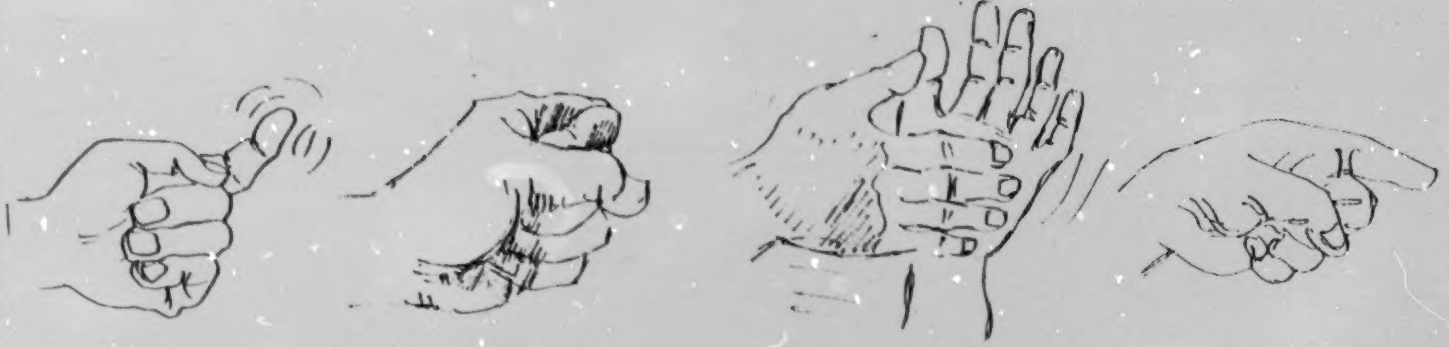

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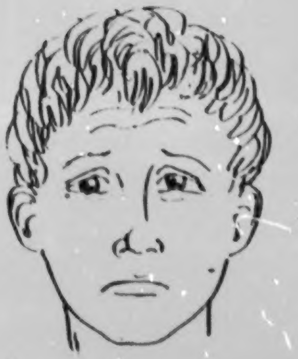

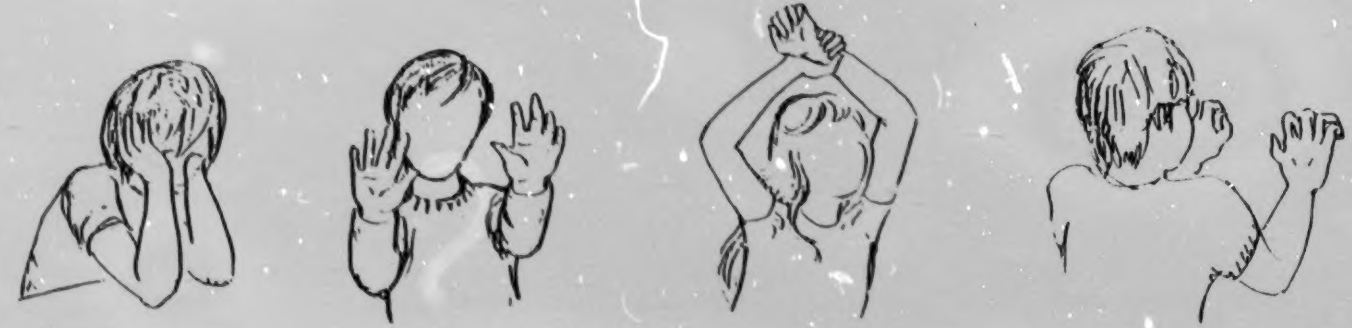

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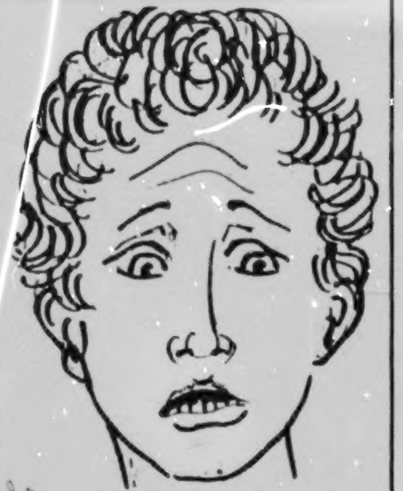

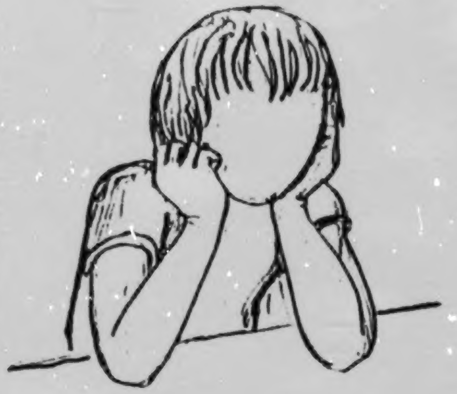

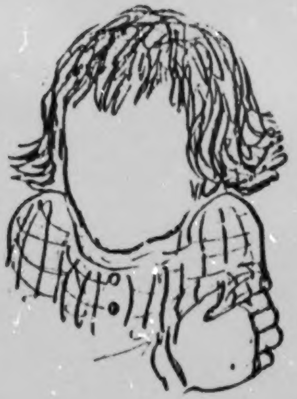

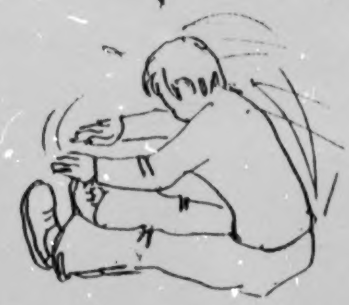

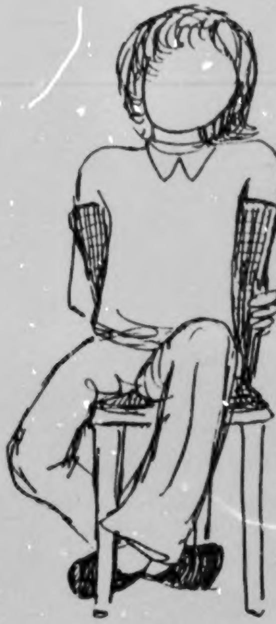

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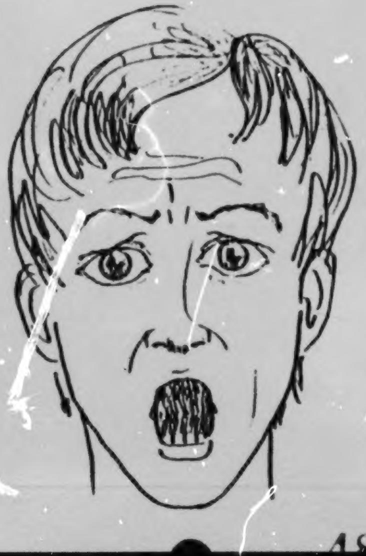

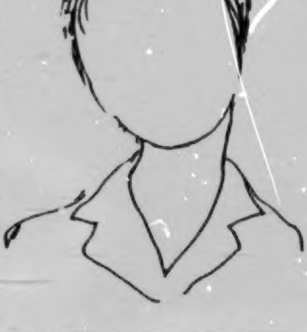

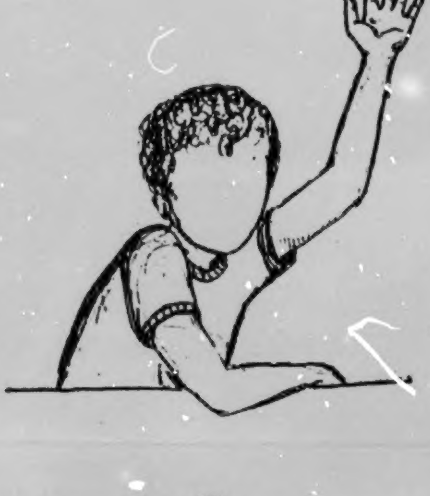

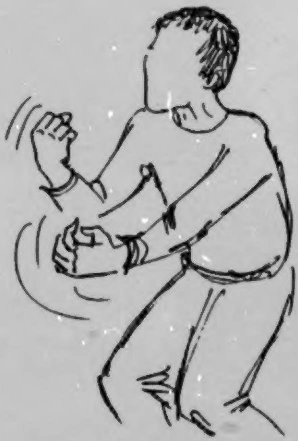

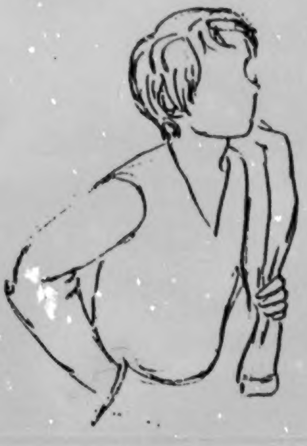

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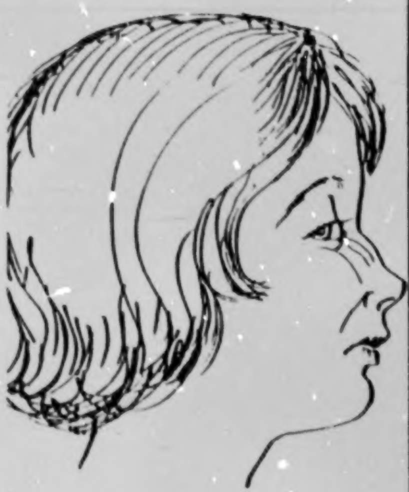

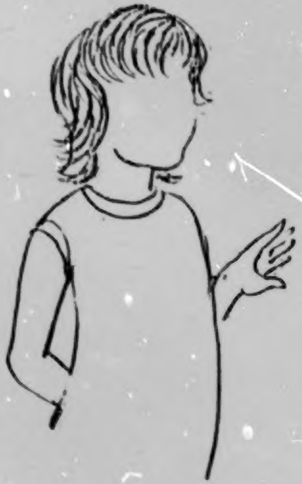

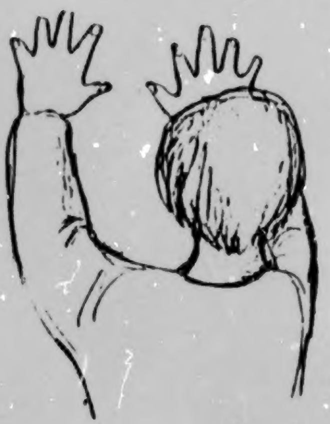

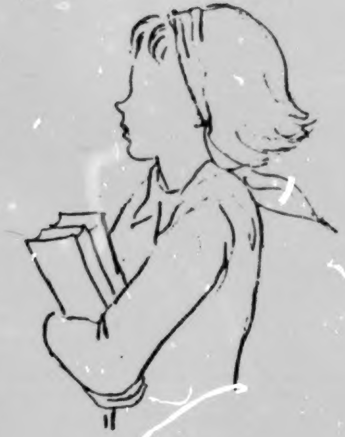

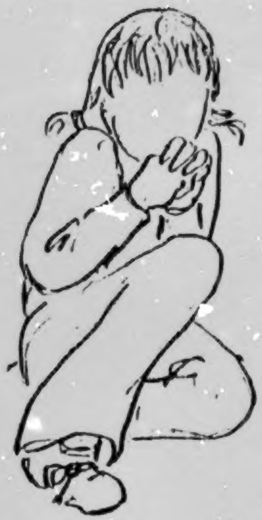

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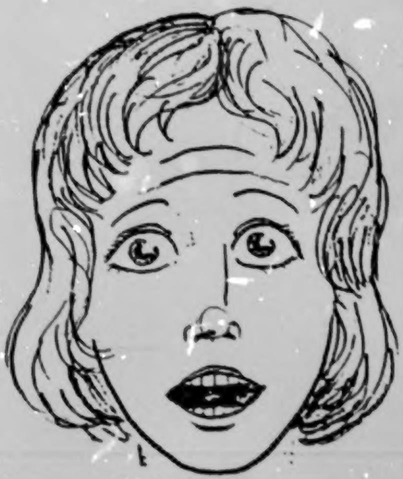
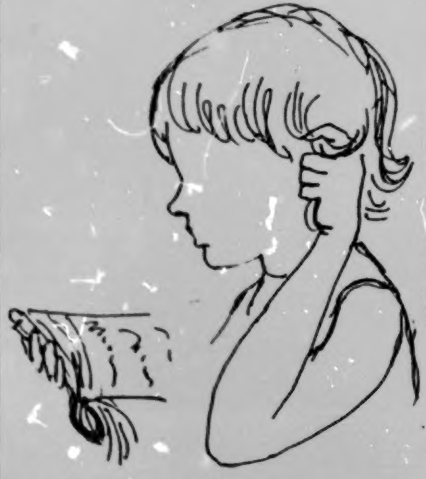
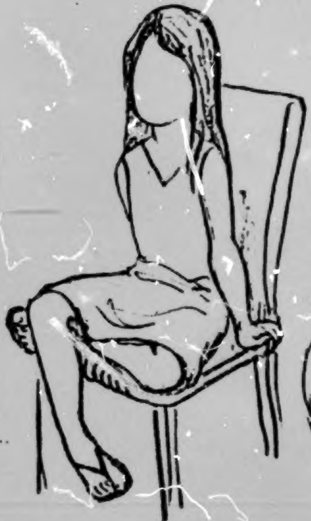
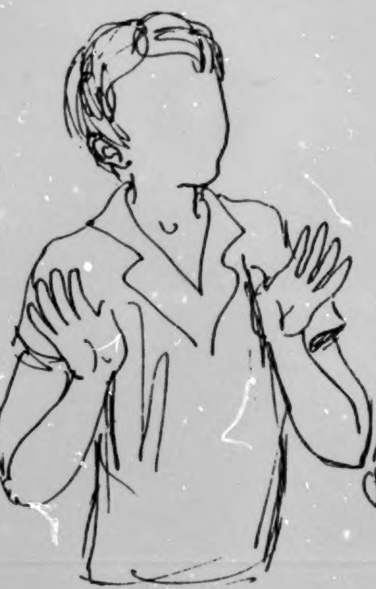
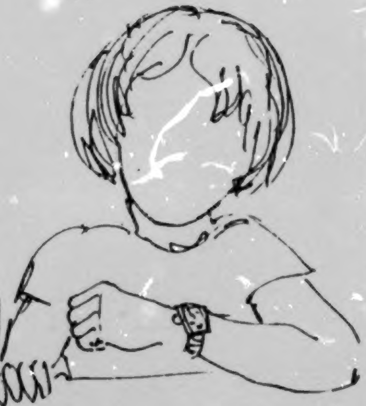


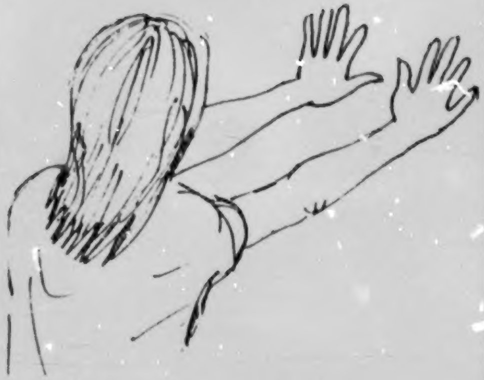


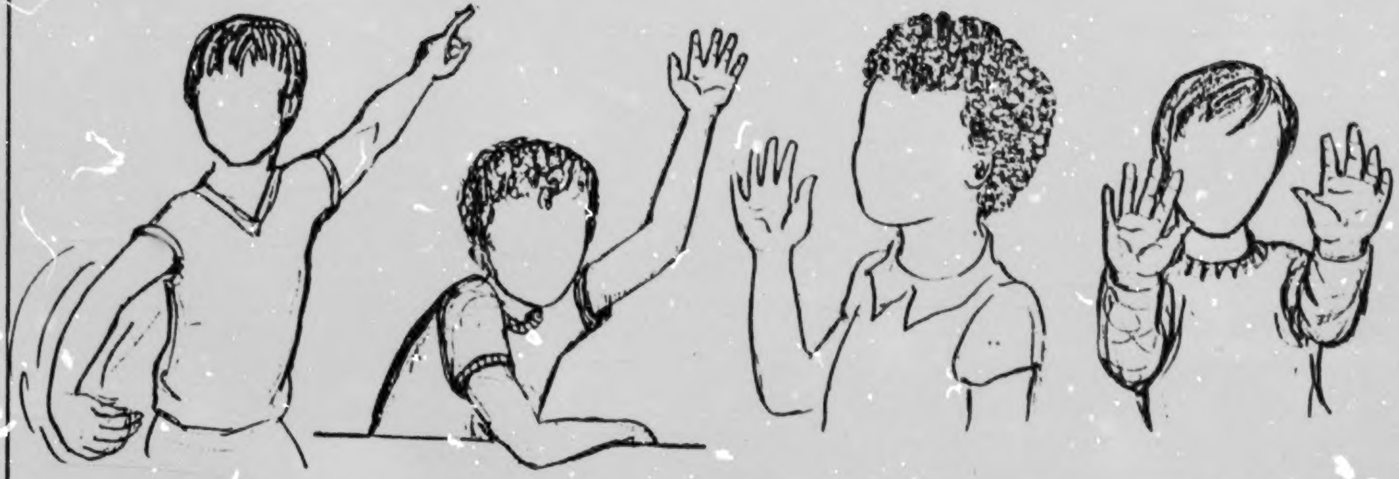






65.





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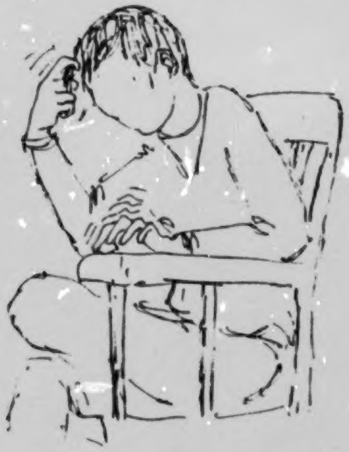
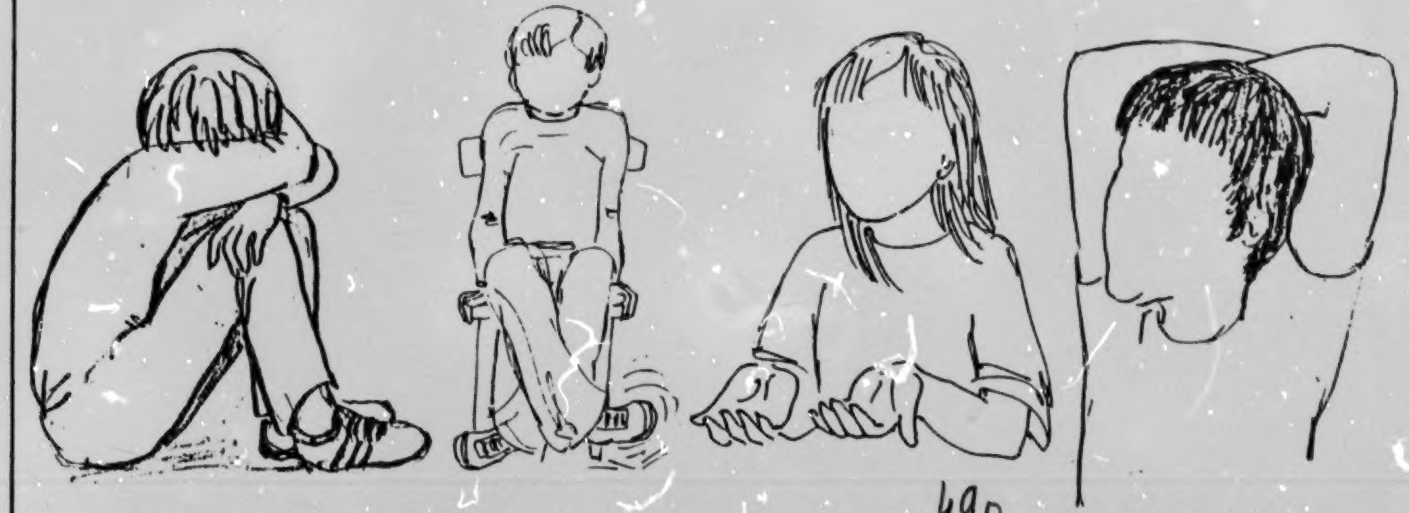
66.





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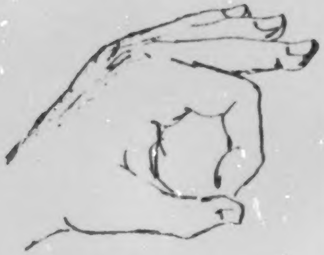
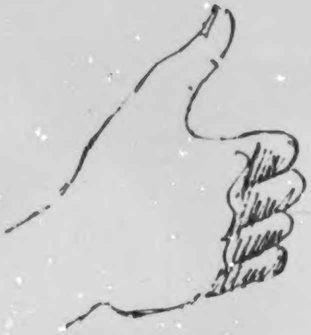
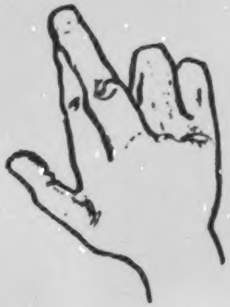
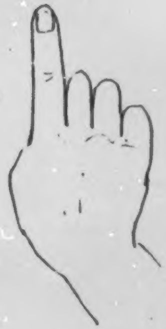
CBU

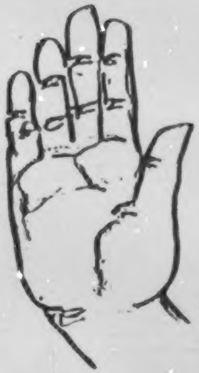
67.











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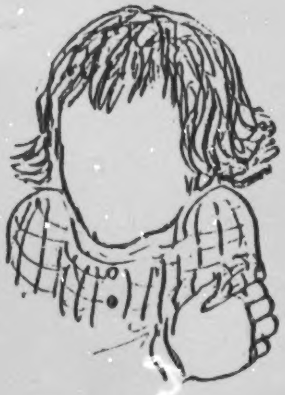
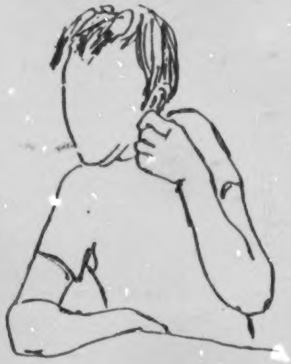
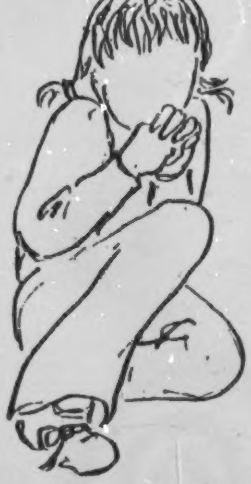
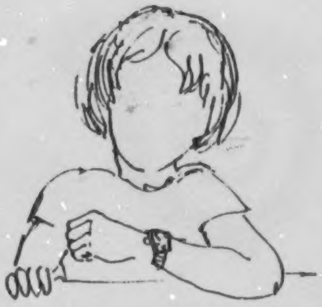
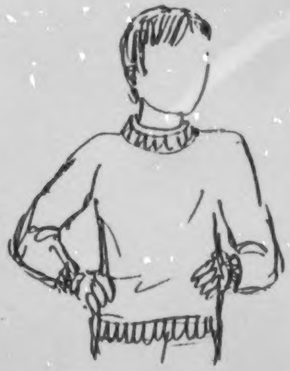
68.











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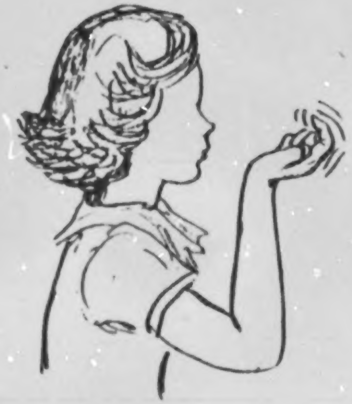

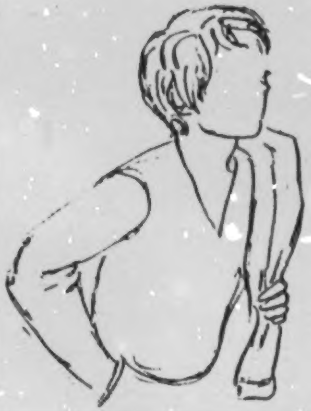

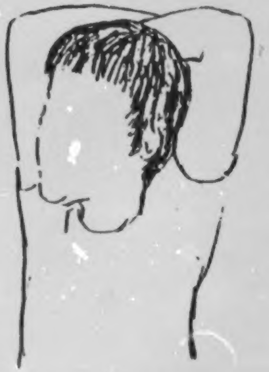

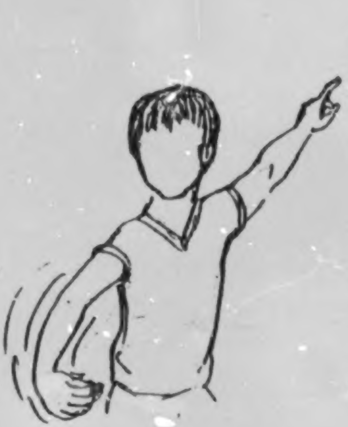

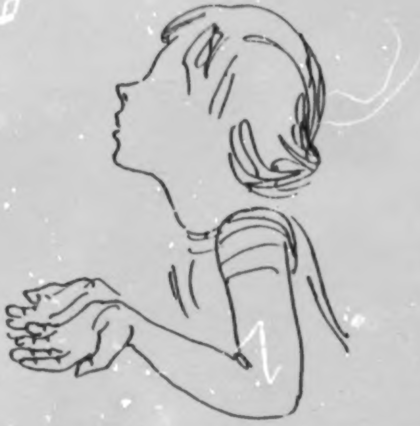

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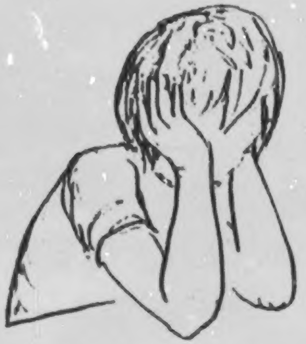
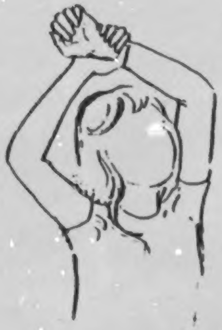
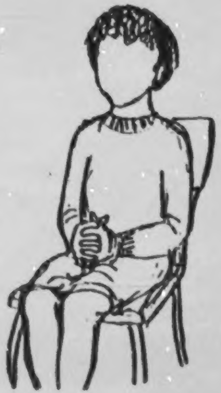
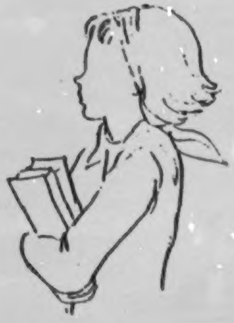
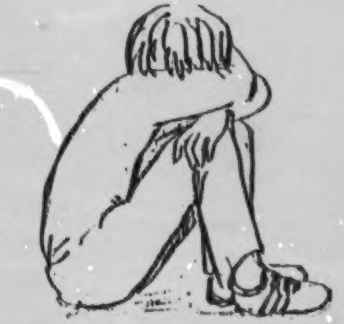










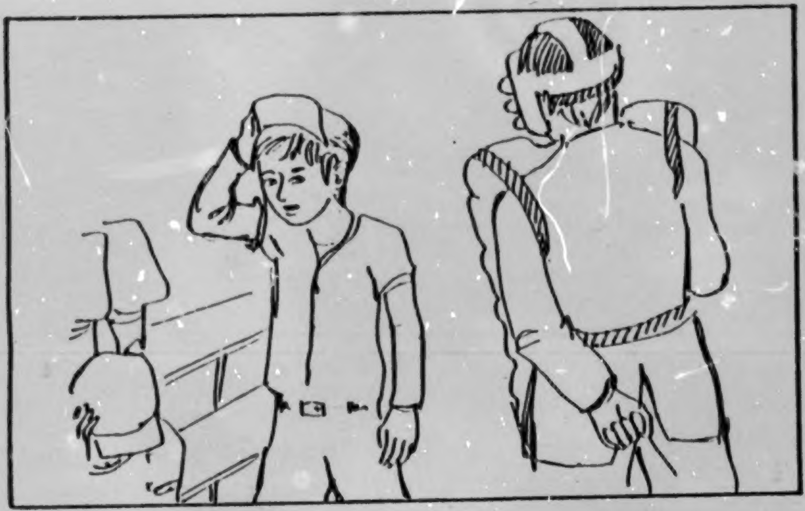
The following exercises each include four pictures of possible things to do if a certain situation occurs. You are to decide what would be the best thing to do in that situation. A description of the pictures and a brief explanation of the correct answer is printed on the back of each exercise. For example:

If the umpire calls you "out" in a baseball game, would it be better to quietly go back to the bench, tell the other players it was a bad call, or argue with the umpire? It would be best to go back to the bench, as in "a".

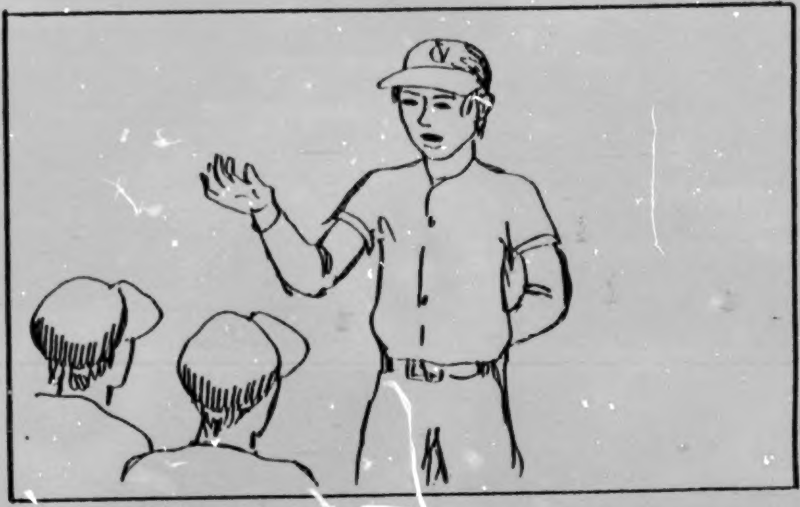
EBI

If the umpire calls you "out" in a baseball game, what is the best thing to do?

a

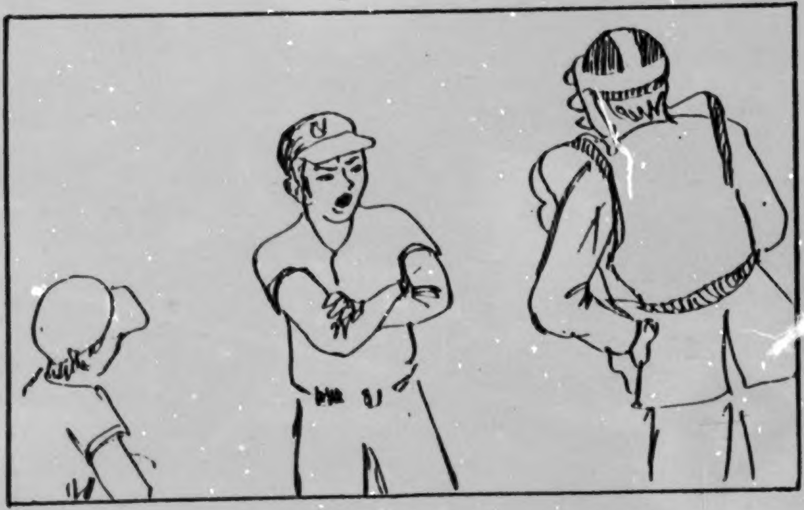


b

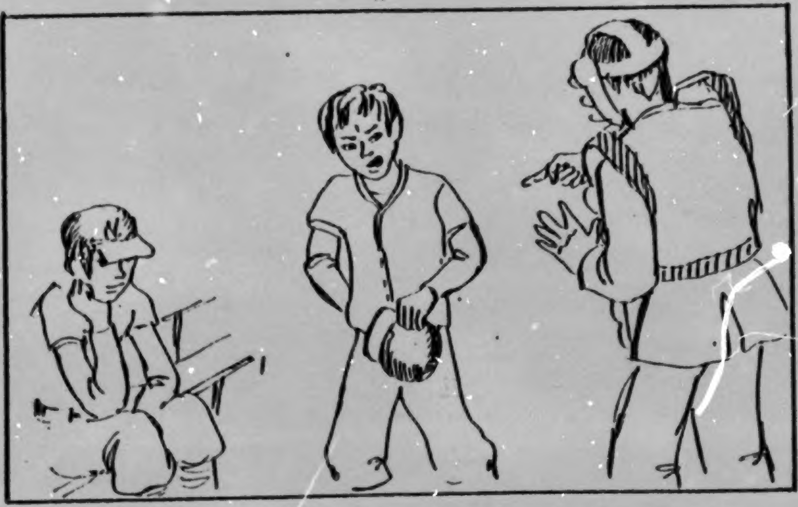


268

c



d



497

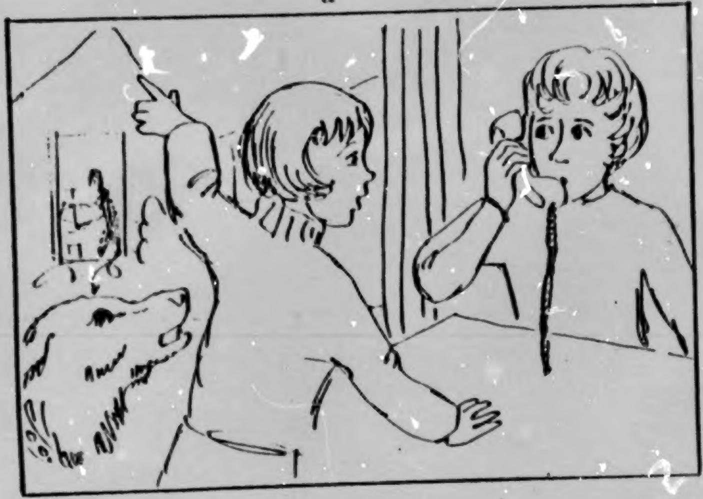
498

The first picture shows the ballplayer walking away from the plate. The second picture shows the ballplayer telling his teammates how the umpire made a mistake. The third picture shows the player arguing with the umpire instead of leaving the field. The fourth picture shows the player arguing with the umpire as he walks away.

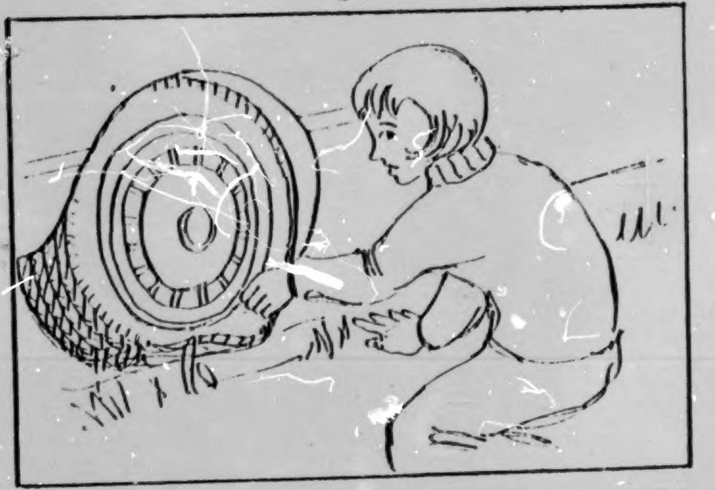
It would be best to walk away, as shown in "a".

If you are the first one home in the afternoon, and you see that a stranger is in your house, what is the best thing to do?

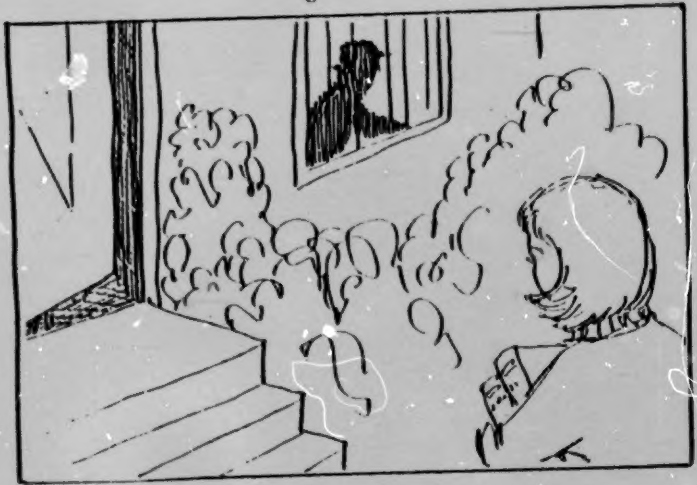
a



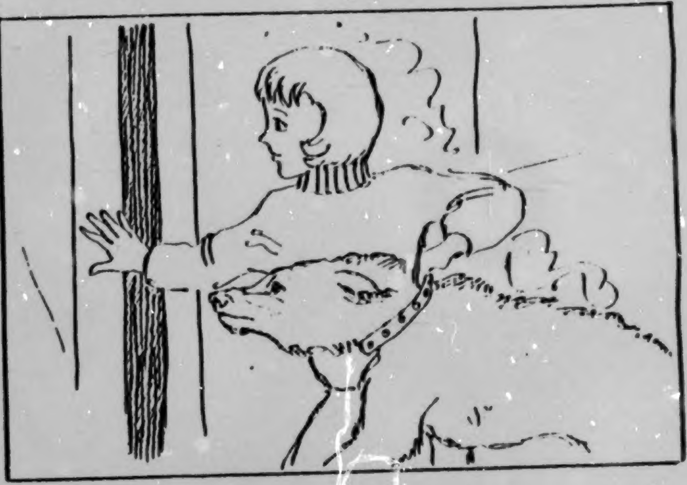
b



c



d

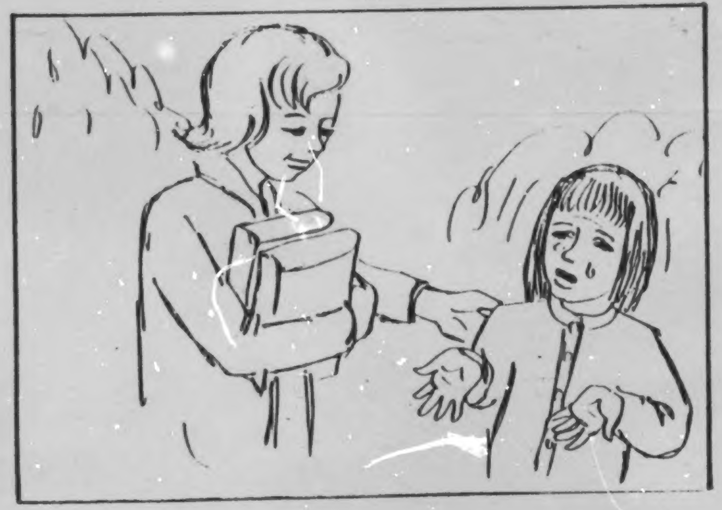


The first picture shows the girl telling a neighbor there is a stranger in her house so the neighbor can call the police. The second picture shows her letting the air out of a tire on a car that may belong to the intruder. The third picture shows the girl going in her house to see who is there. The fourth picture shows her taking her dog in with her for protection.

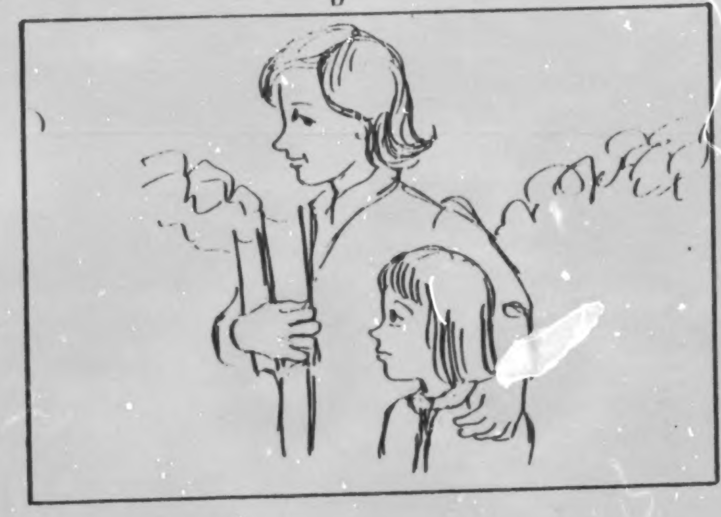
The best thing to do would be to get help and call the police, as in "a".

If you are late to school and on the way you see a younger child who looks lost, what is the best thing to do?

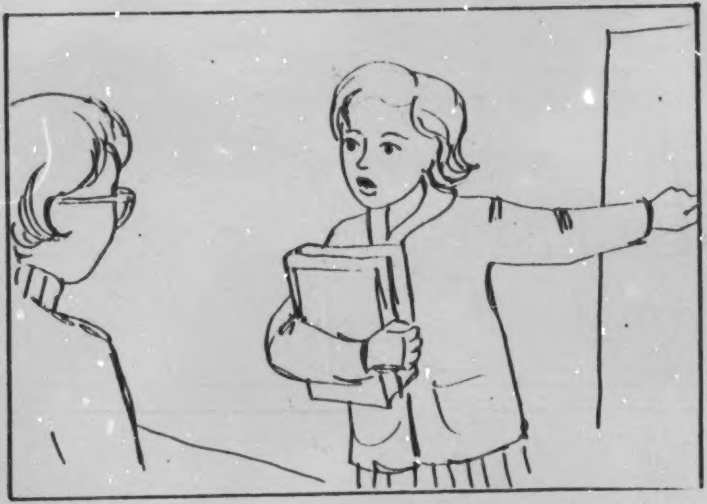
a



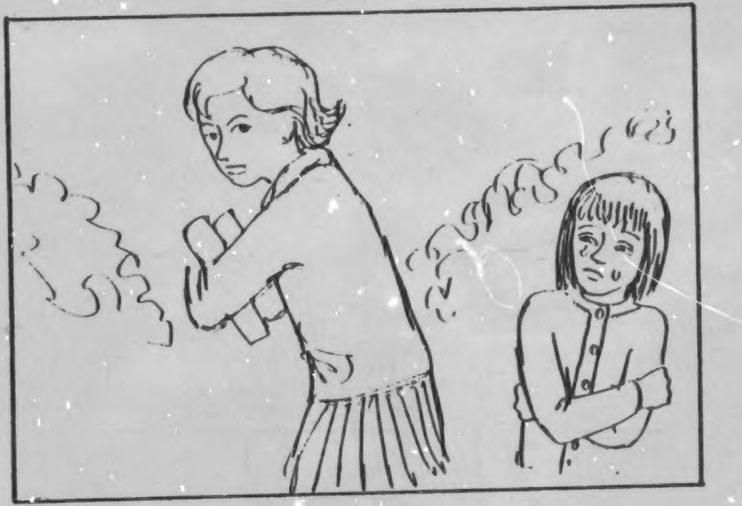
b



c



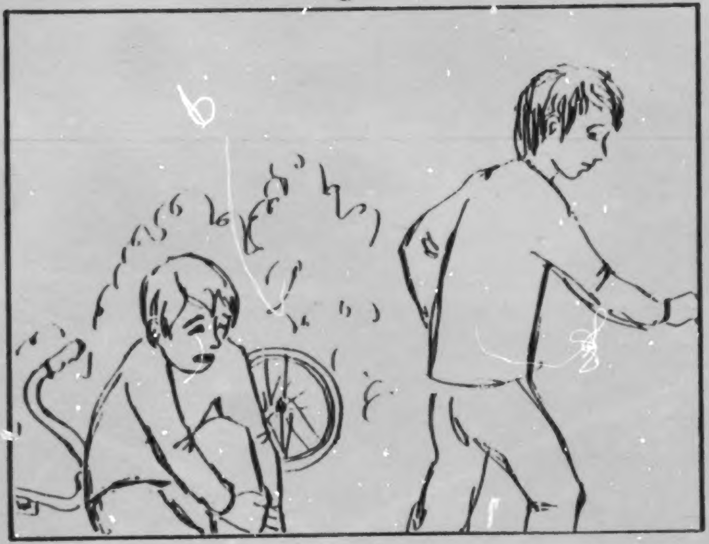
d



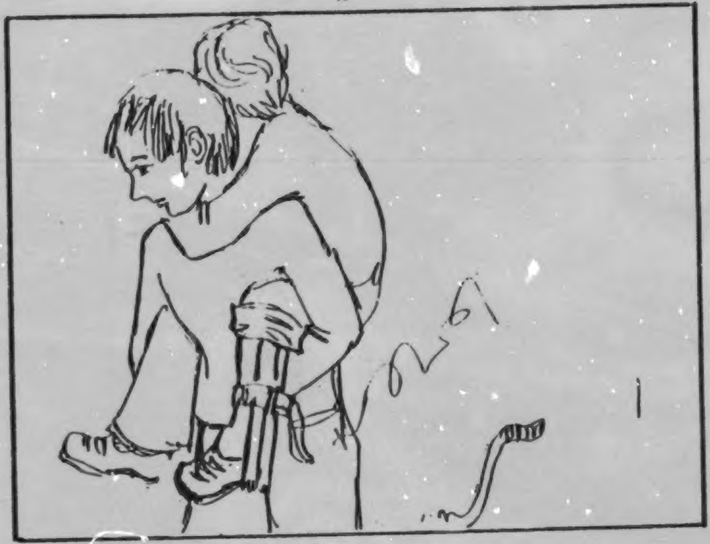
The first picture shows the older girl urging the young girl to go find help. The second one shows the older girl taking the younger one for help. The third shows the older girl telling her teacher about the lost child she saw on the way to school. The fourth picture shows the older girl ignoring the lost child.
If the lost child cannot tell her address or where she is going, it would be best to help the younger child as in picture "b".

If you see a child who has fallen off his bike and has seriously injured his leg, what is the best thing to do?

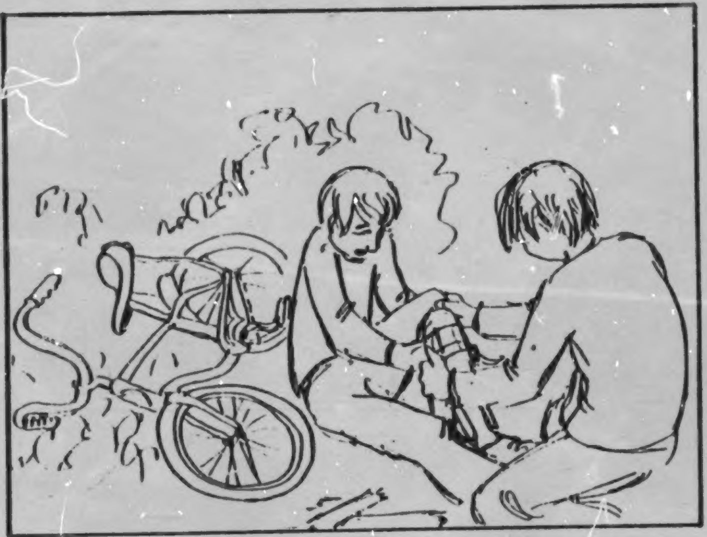
a



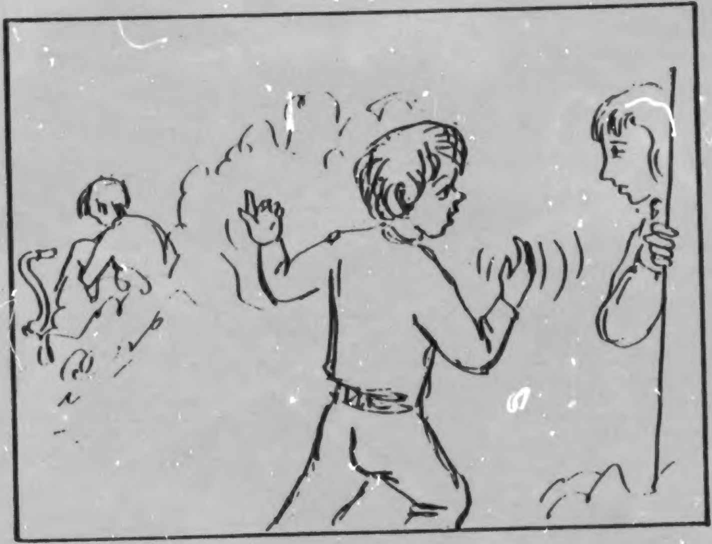
b



c



d

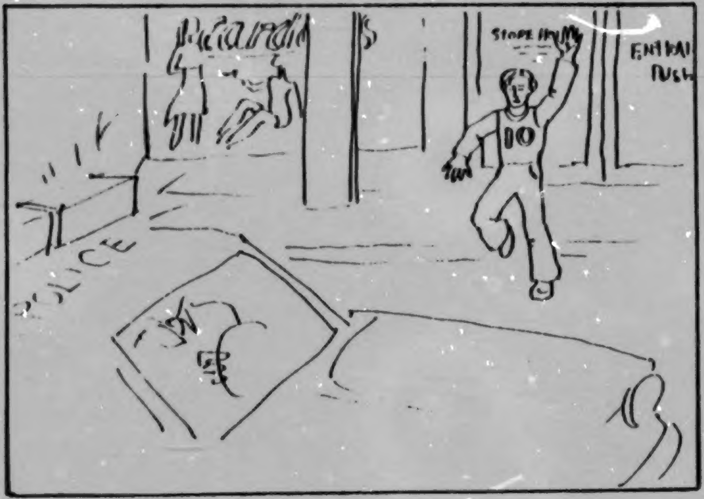


The first picture shows the injured boy being ignored. The second picture shows another child trying to carry the injured child home. The third picture shows a boy trying to bandage the injured child's leg. The fourth picture shows a child going to a neighbor for help.

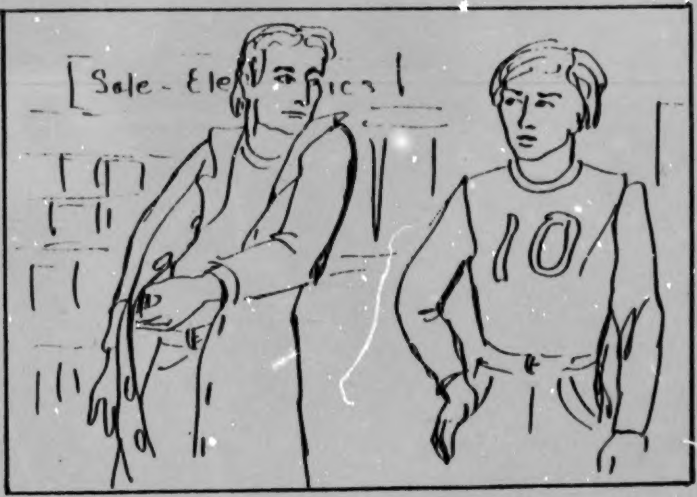
Since the child is apparently seriously injured it would be best to find an adult to help, as in picture "d".

If you see someone shiplifting in a store, what is the best thing to do?

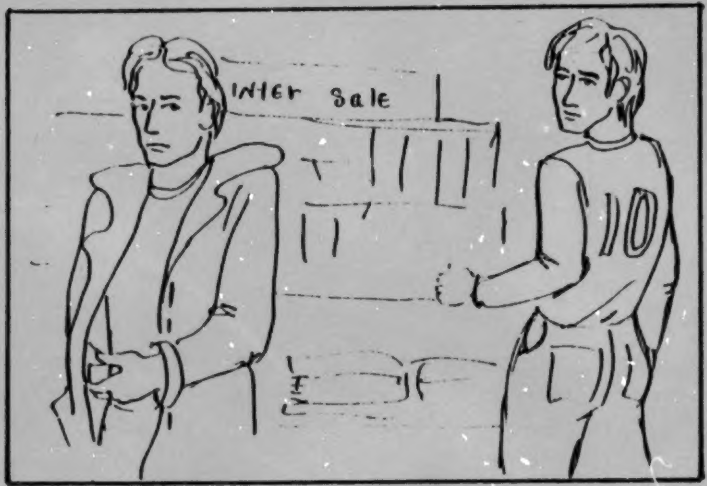
a



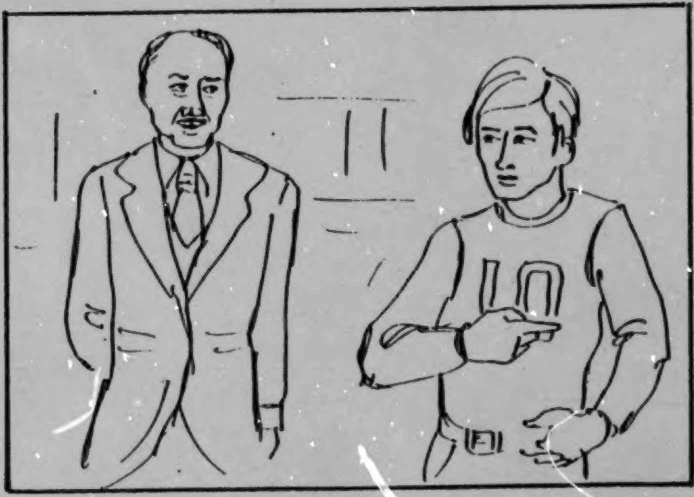
b


Sale - Ele
ics
10

c


inter Sale
10

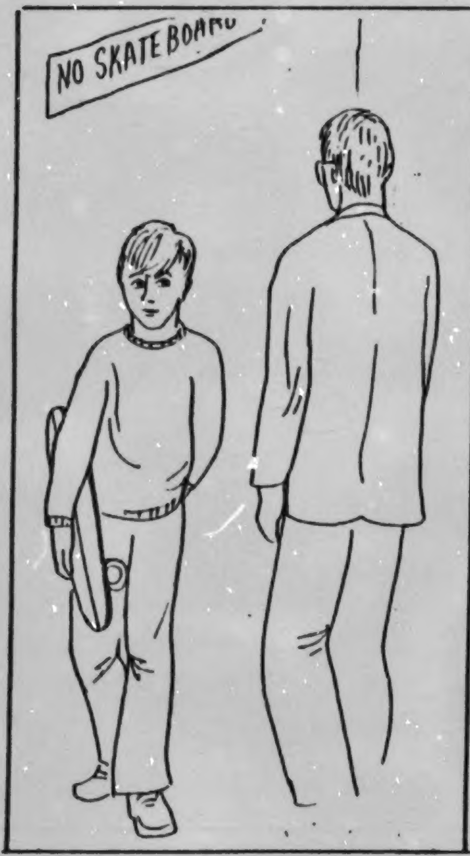
d



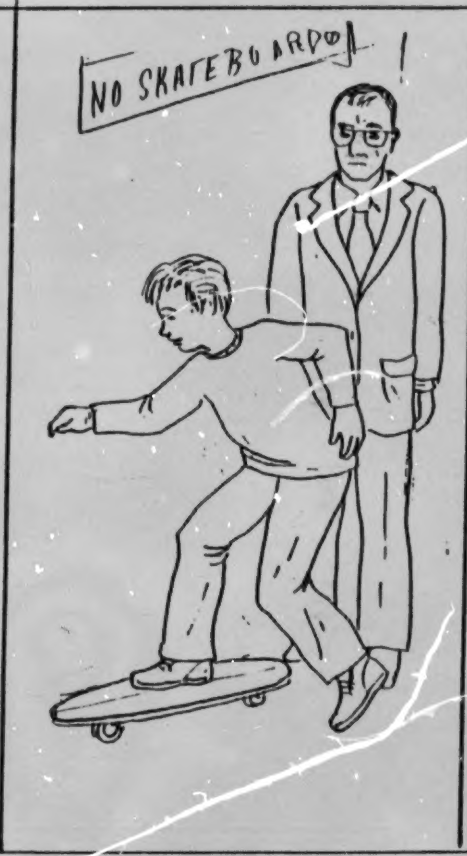
The first picture shows a boy who has just seen someone shoplifting run outside to tell a policeman who happens to be driving past. The second shows him confronting the shoplifter. The third shows him merely observing someone shoplifting; and the fourth shows him telling the store manager about it.
It would be best to tell the store manager and let him handle it, as in picture "d".

If you're breaking the rule against riding skateboards, and the principal appears, what is the best thing to do?

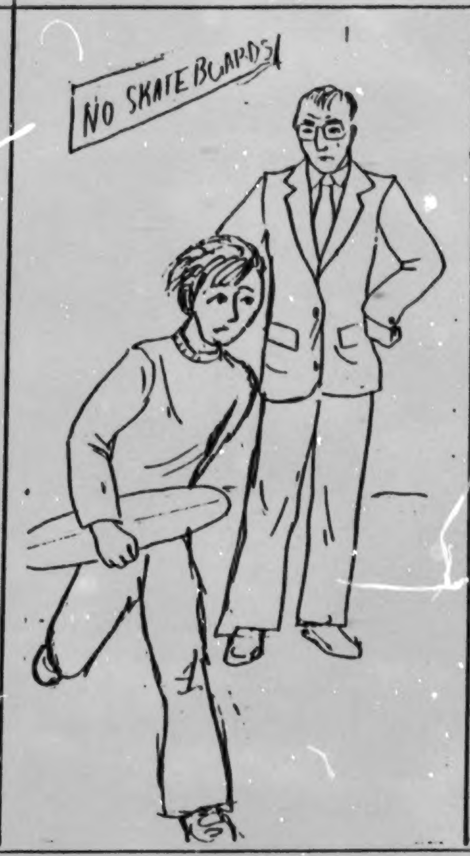
a


NO SKATEBOARD

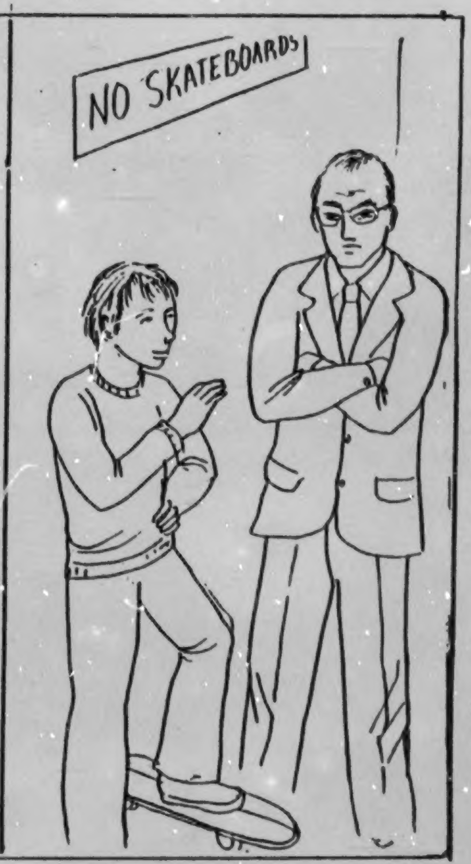
b


NO SKATEBOARDS

c


NO SKATEBOARDS

d

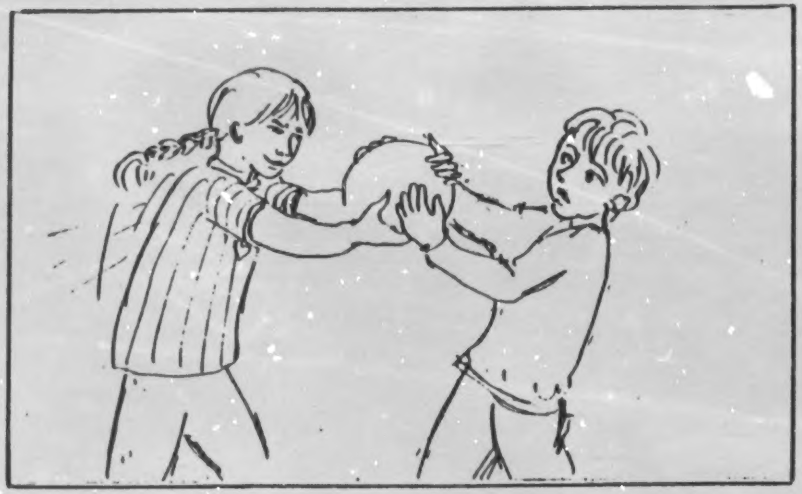

NO SKATEBOARDS

The first picture shows a boy who has picked up his skateboard and looks a little embarrassed when he meets the principal. The second shows a boy who keeps on riding the skateboard in front of the principal. The third shows a boy running away when he sees the principal. The last picture shows the boy being somewhat "smart-alecky" when he sees the principal. In this situation it would be best to do as the boy in the first picture is doing - to pick up the skateboard and walk respectfully past the principal.

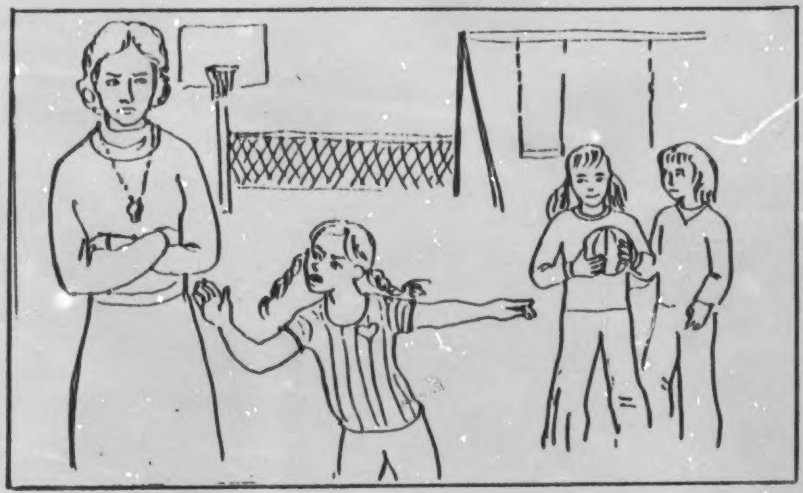
EBI

If someone took your ball during recess what would be the best thing to do?

a

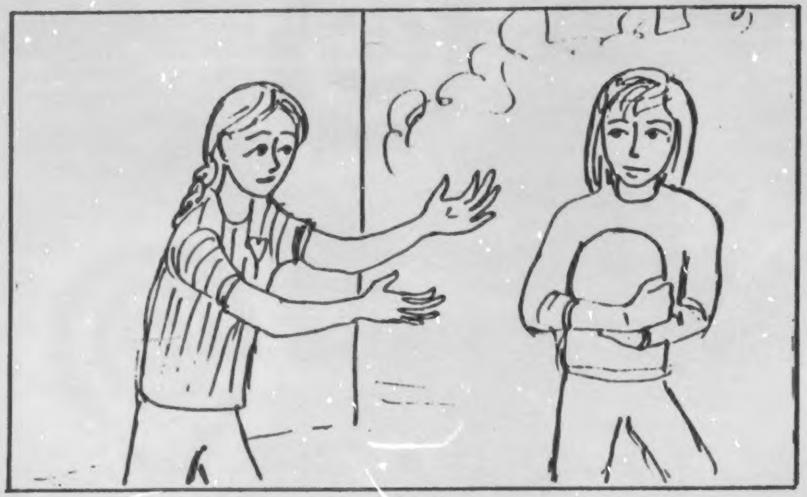


b

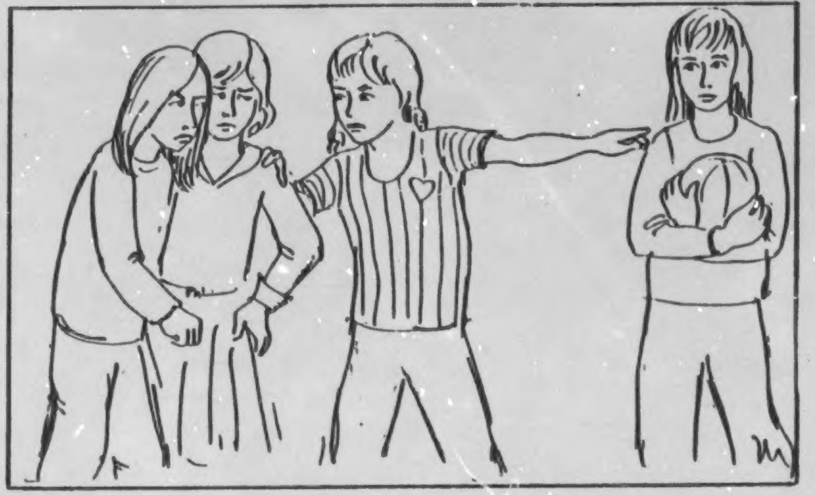


274

c



d



521

522

The first picture shows one child trying to take a ball away from another child. The second shows a girl telling the teacher that someone took her ball. The third picture shows a girl asking another girl to please give her ball back. The fourth picture shows her asking other children to help her get her ball back.
It would be best for her to ask the girl for her ball, as shown in picture "c".

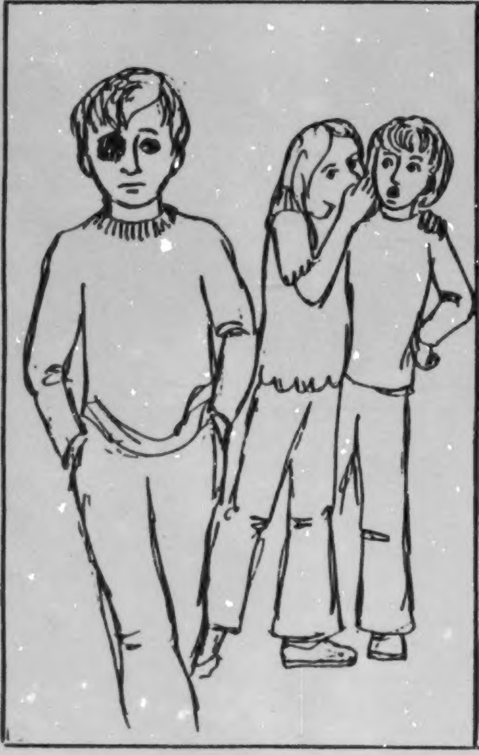
There are times when it is appropriate to make an exception to commonly accepted rules of social behavior. The following exercises each include one picture of a situation where an exception could be made. A description of the pictures and a brief explanation of the correct answer is printed on the back of each exercise. For example:

The first picture shows a boy with a black eye, and two girls are whispering about him. The second shows a boy on crutches, and two students are discussing including him by asking him to be scorekeeper for the team. The third picture shows two children giggling about a poor grade another person made on a school assignment. The fourth shows two girls amused at another girl wearing an unattractive and poorly-fitting dress.
It would be all right to talk about someone if you were looking for ways to help him or include him, as shown in the second picture.

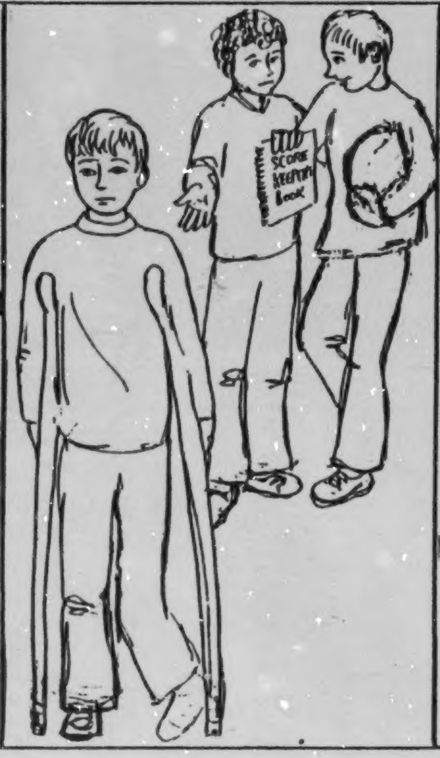
In which situation pictured below would it be a good idea to make an exception to the rule:

"Never talk about someone behind his back."

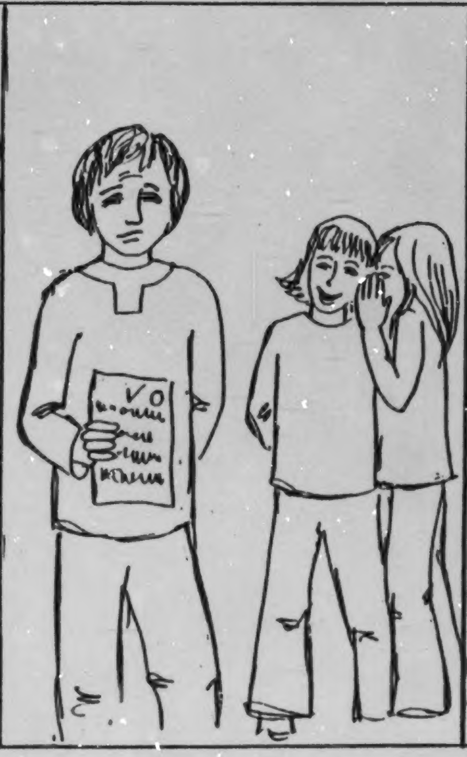
a



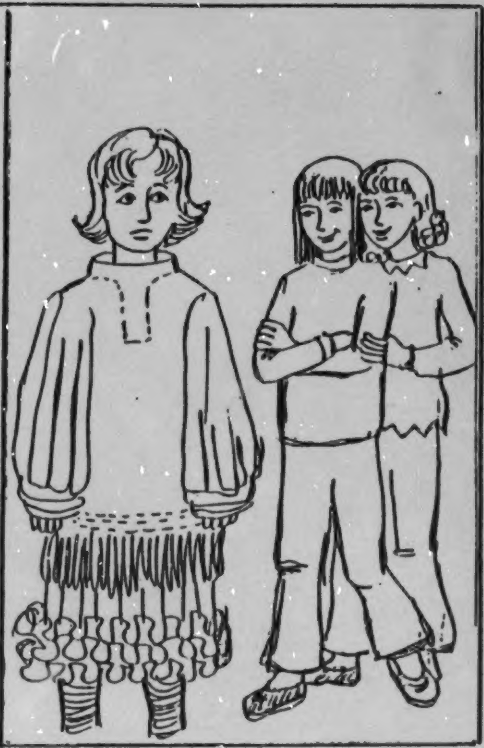
b


SCORE KEEPING BOOK

c



d

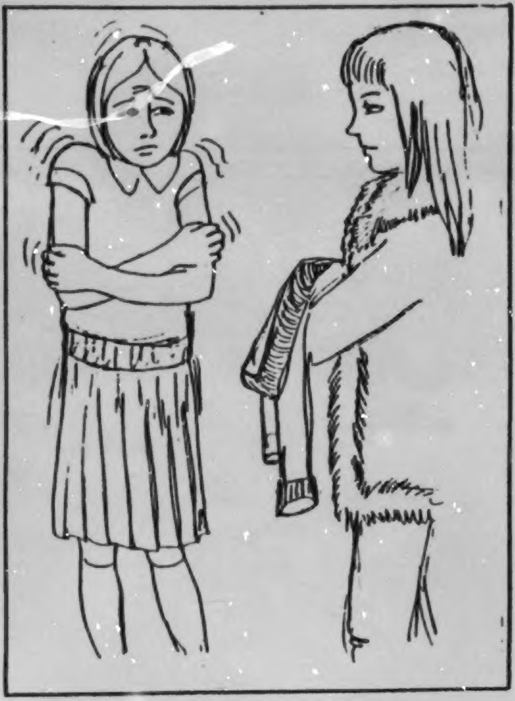


The first picture shows a boy with a black eye, and two girls are whispering about him. The second shows a boy on crutches, and two students are discussing including him by asking him to be scorekeeper for the team. The third picture shows two children giggling about a poor grade another person made on a school assignment. The fourth shows two girls amused at another girl wearing an unattractive and poorly-fitting dress.

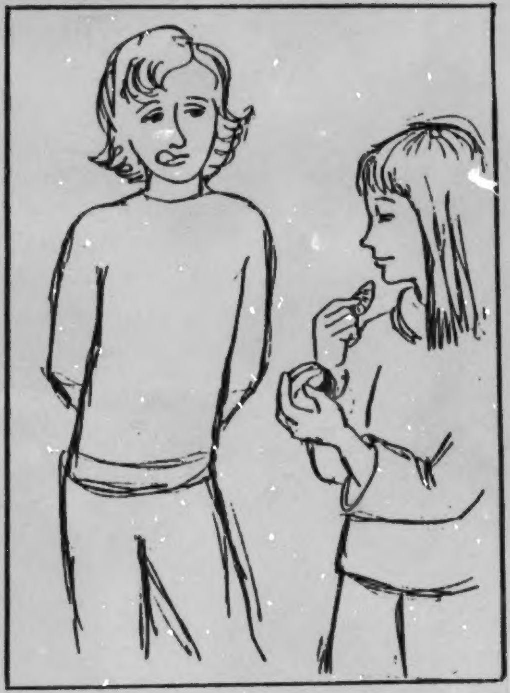
It would be all right to talk about someone if you were looking for ways to help him or include him, as shown in the second picture.

In which situation pictured below would it be a good idea to make an exception to a rule: "Always share with your friends."

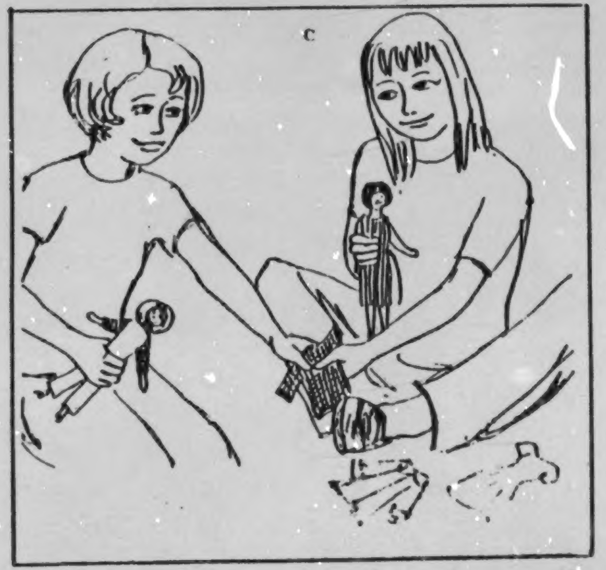
a



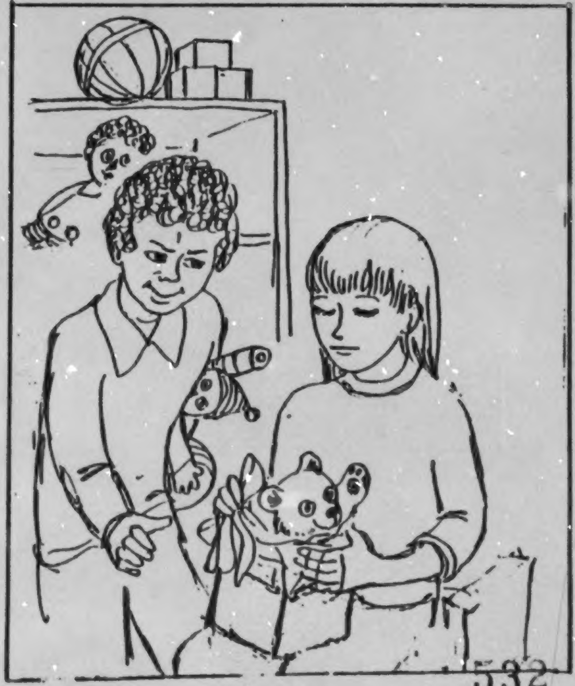
b



c



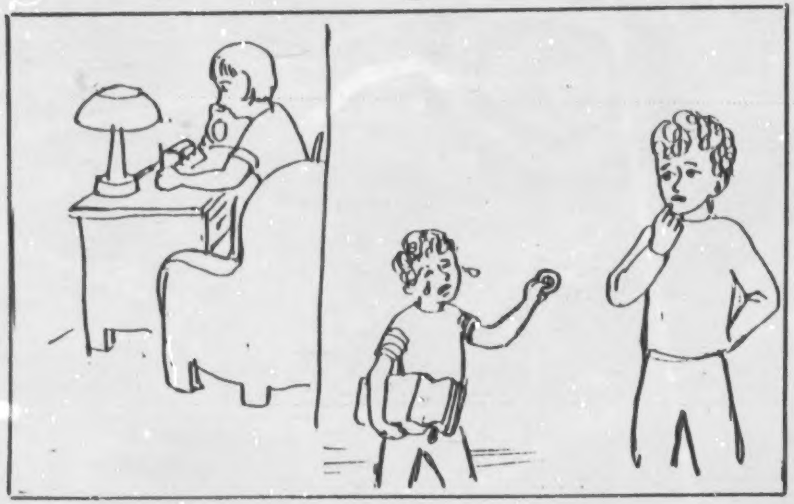
d



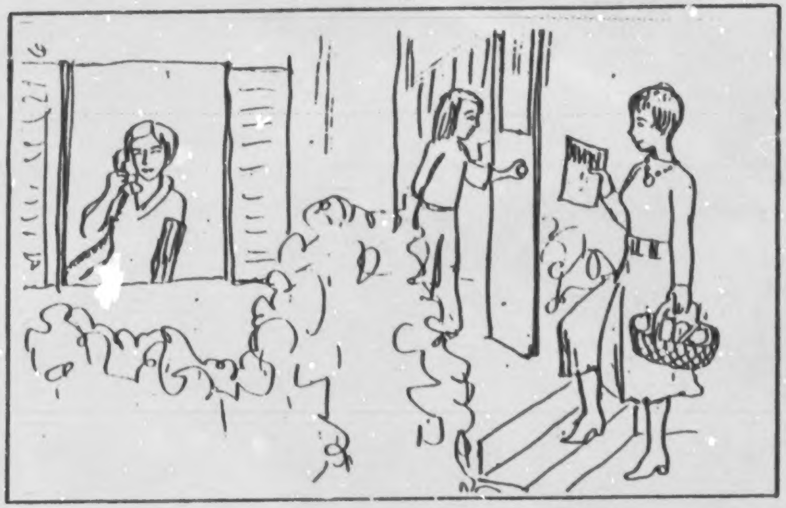
The first picture shows one girl who is cold while another girl is wearing a coat and is carrying a sweater.
The second shows a girl eating an orange while another girl is watching hungrily. The third shows two girls playing dolls. The fourth shows a girl opening a gift of a new toy, and another child is aggressively about to take it even though he already has toys.
It would be all right to not share this time since the toy is a new gift and her friend does not seem to be interested in sharing. as in picture "d".

In which situation pictured below would it be a good idea to make an exception to the rule: "Never interrupt when someone is talking on the phone."

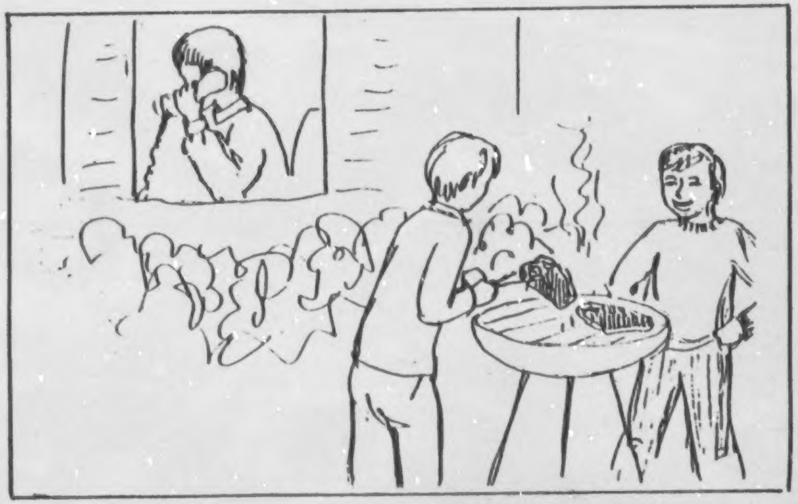
a



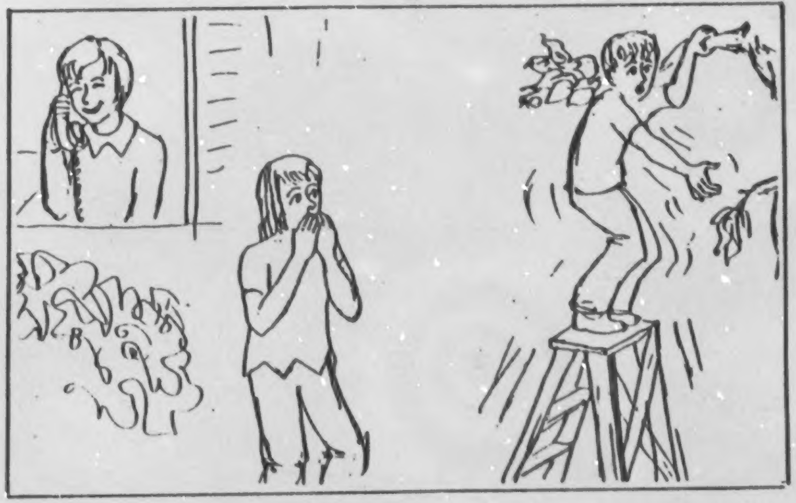
b



c



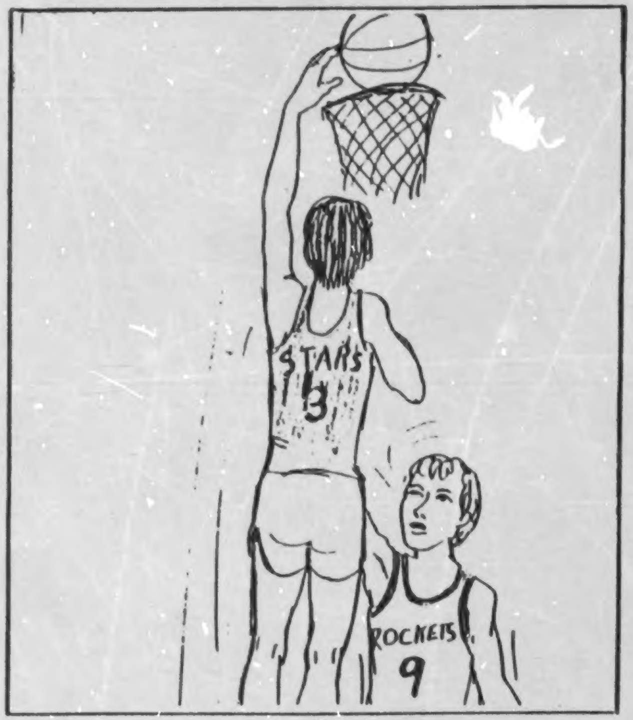
d



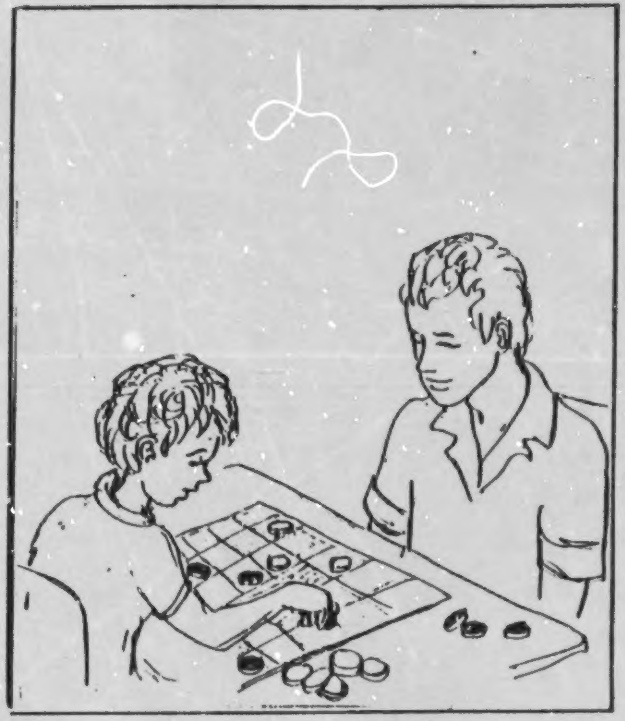
The first picture shows a child crying about a broken toy. The second one shows a salesperson at the door. The third shows two boys starting to cook on the barbeque, and the last one shows a boy standing on a shaky ladder holding onto a branch that has just broken. This is a dangerous situation, and one where it would be important to interrupt a phone conversation, as in picture "d".

There are times when it may be a good idea to make an exception to a rule you have heard all your life. From the situations pictured below choose one which shows a good reason to break the rule: "Always do the best you can."

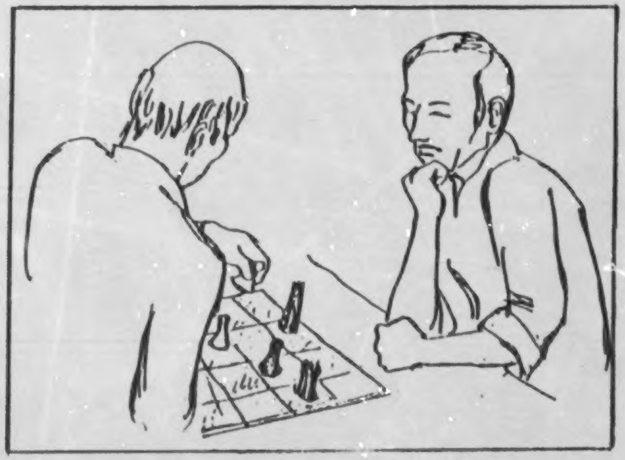
a



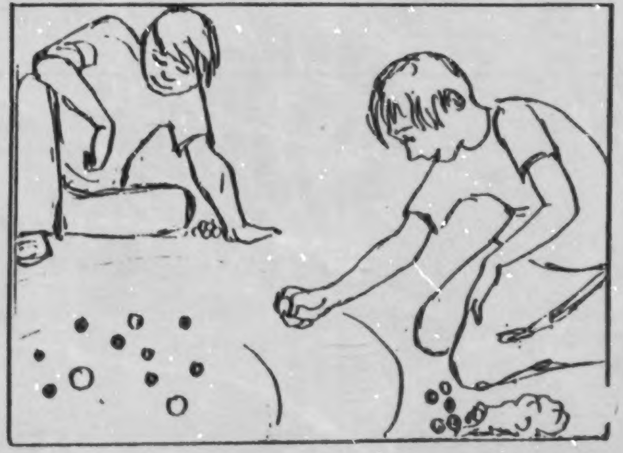
b



c



d

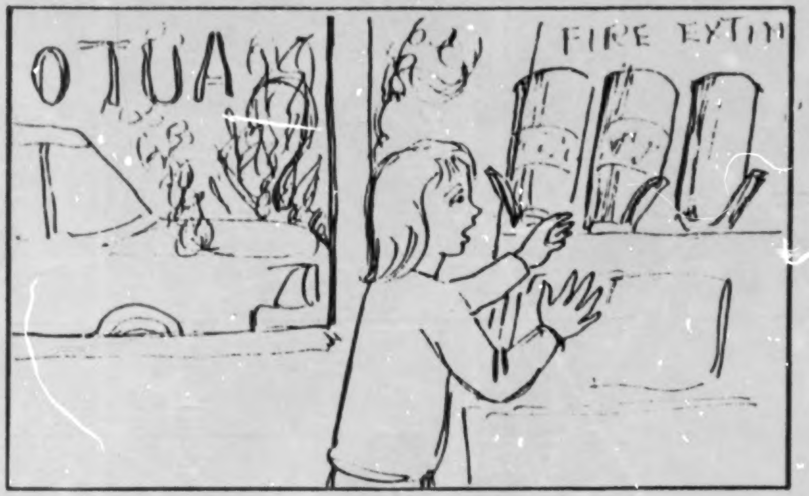


The first picture shows two boys on different teams playing basketball. The second shows a young man playing checkers with a child who is several years younger. The third shows two men playing chess; the fourth shows two boys about the same age playing marbles.

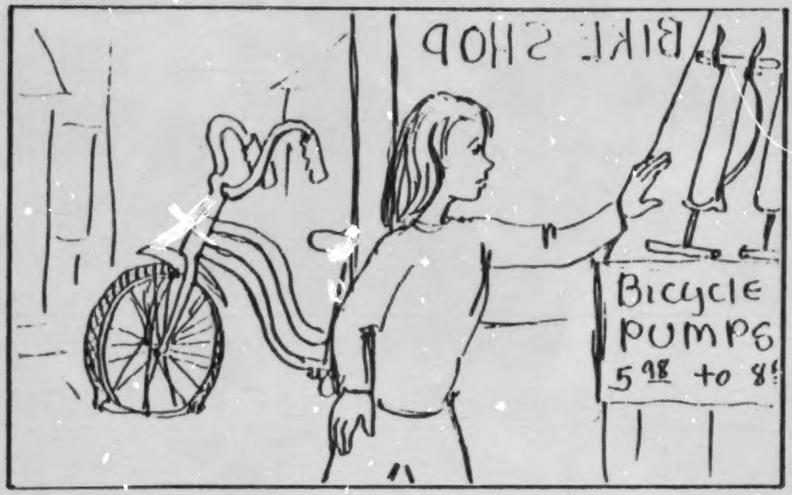
It would be a kind thing for the young man to make it possible for the young child to win some of the games of checkers.

There are times when it may be a good idea to make an exception to a rule you have heard all your life. From the situations pictured below choose one which shows a good reason to break the rule: "Never take things that don't belong to you."

a

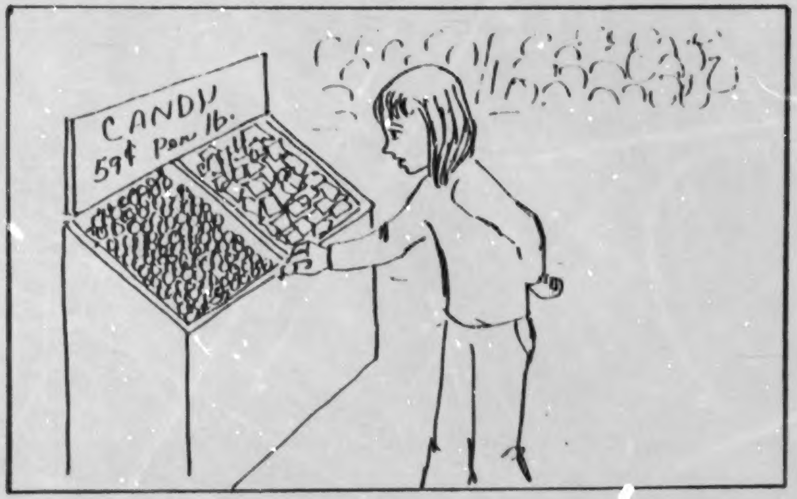

OTUA
FIRE EXTIN

b

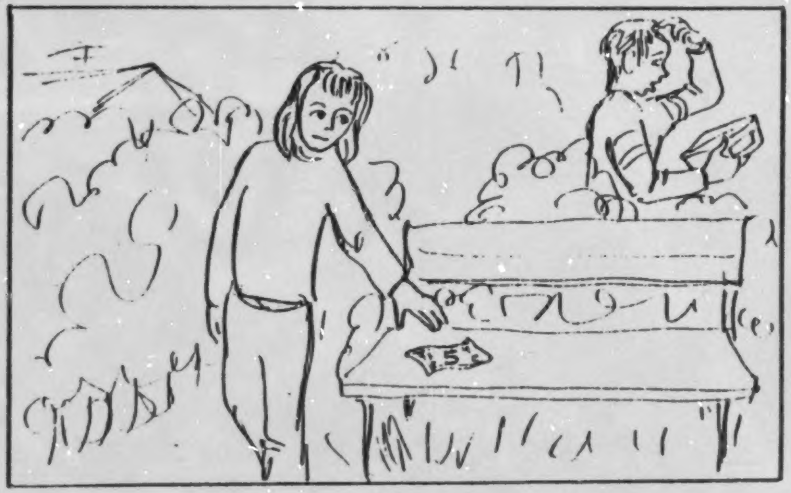

BIKE SHOP
Bicycle
PUMPS
5 98 to 8!

280

c


CANDY
59¢ Per lb.

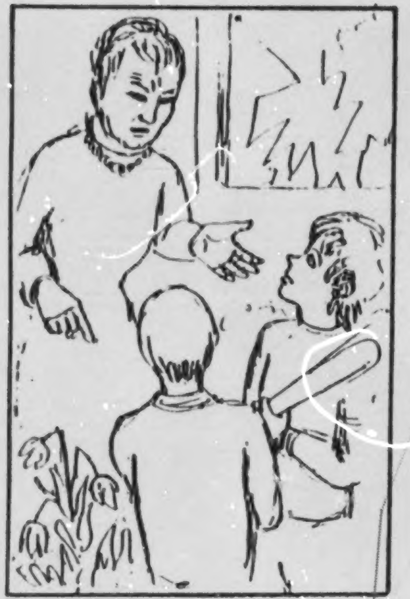
d



EBI

There are times when it may be a good idea to make an exception to a rule you have heard all your life. From the situations pictured below choose one which shows a good reason to break the rule: "Always tell the truth."

a



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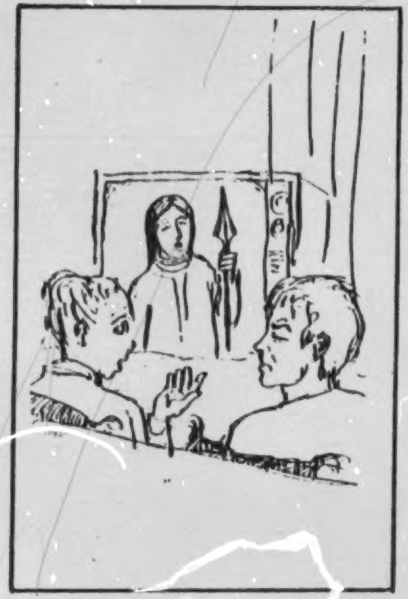

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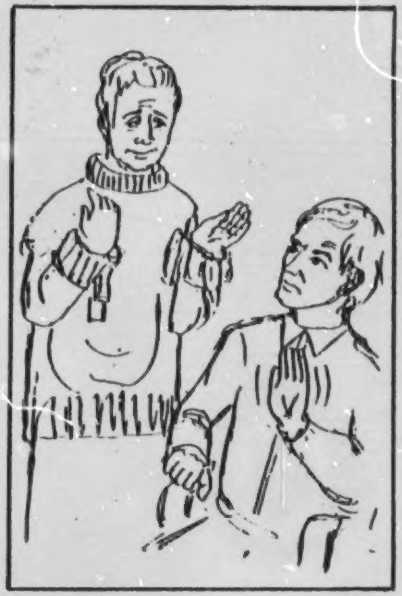

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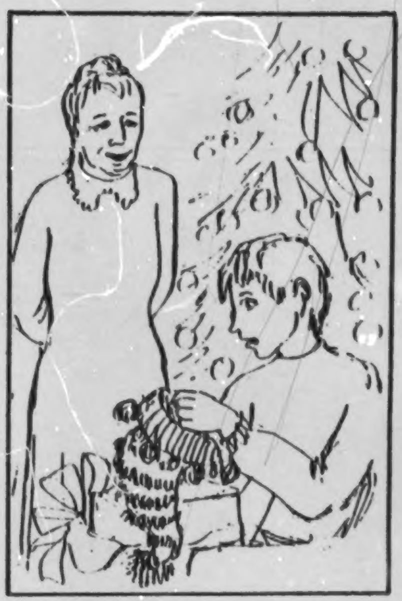

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The first picture shows two boys who seem to be responsible for breaking a lady's window. The second shows two people watching television - one of them likes the show and the other doesn't. The third picture shows a lady in a store trying on a sweater that is too large and asking her husband how he likes it. The last picture shows a boy opening a gift his grandmother has made for him. He obviously doesn't like the gift, but since she made it for him it would hurt her feelings for him to tell her he doesn't like it. This is a time when it would be better just to thank her for her thoughtfulness.

The first picture shows a girl about to take a fire extinguisher from a store because a car outside is on fire. The second picture shows a girl about to take a bicycle pump from a store becacuse her bike has a flat tire. The third picture shows a girl about to take a piece of candy from a store. The fourth picture shows a girl about to take some money lying on a park bench when the boy who lost it is nearby looking for it.
It would be important to put out the fire in the car.

TEACHER INSERVICE OUTLINE

OUTLINE

Teachers Inservice

The following outline, based on information presented in the project manual, is designed to give teachers some background on the project and to prepare them to implement the program in their classrooms. The inservices conducted in Glendora, based on this outline, lasted approximately 4 hours.

Presenters will need to consult the manual and may also wish to read materials noted in the bibliography.

I. Purpose of Program

Designed to teach students to apply thinking skills in meeting personal needs and establishing interpersonal relationships.

II. Population Served

- A. Students in grades K-12
- B. Regular classroom students.
- C. Learning disability students - special day class and resource room.

III. Premise

- A. Based on assumption that behavioral skills can be taught.
- B. Therefore utilizes instruction, drill assessment and applied practice.

IV. Theoretical Background

Incorporates concepts from:

- A. Structure of Intellect Model of Intelligence
    - 1. Duplicate model and definitions from manual.
    - 2. Discuss definitions.
    - 3. Discuss trigrams.
    - 4. Explain use of SOI operations in lesson plans which preceed problem solving and use of SOI products in determining sequence of lesson plans.
- B. Assertiveness Training
    - 1. Review manual and lesson plans.
    - 2. Discuss bully, doormat and assertive behavior.
- C. Ekman and Friesen
    - 1. Review manual and lesson plans.
    - 2. Use transparencies made from teaching poster to discuss various expressions.

D. Piaget
   1. Review manual.
   2. Discuss stages for cognitive and social development.

V. Program Objectives
   A. Summarize from evaluation section of manual.
   B. Discuss extent to which objectives were met by various groups.

VI. Distribute Implementation Guide
   A. Discuss each section.
   B. Give participants 15 minutes to go over Implementation Guide.

VII. Discuss Teaching Strategies
   A. Chip giving.
   B. Role playing.
   C. Model chip giving.
      1. Assign doormat, bully and assertive roles to group.
      2. Present mock lesson and distributing chips where appropriate.

VIII. Lesson Plans
   A. Discuss relationship between theoretical background and the content and organization of lesson plans.
   B. Stress need to include in the program the lessons noted in the manual which cover basic concepts of program.
   C. Divide group into "mini-groups" of 4 people in each group.
      1. Assign each group a different lesson. Select lessons from various units.
      2. Have "mini-group" develop lesson and select one person to demonstrate lesson to large group.

IX. Review Logistics
   A. Explain different ways program can be implemented.

X. Have Teachers Develop Implementation Plan
   Including:
   A. Adults to be involved and their roles.
   B. Time of day, duration and frequency of presentations.
   C. Evaluation instruments to be used.
   D. Lesson plans to be used
   E. Time line.

XI. Modification for Learning Disability Students
   - A. Lesson plans.
   - B. Evaluation instruments.
   - C. Special curriculum.

PARENT MEETING OUTLINE

"Learning About Social Behavior"

Outlines for Parent Meeting

Outlines for five parent meetings, as well as copies of handouts and booklets used in these meetings, have been included in this section. The handouts may be duplicated as transparencies for overhead projection.

The outlines are very general. It is essential that whoever presents the meetings for parents be familiar with the information in the manual and in the lesson plans, and that specific examples which are based on the presenter's experience with the program, be included.

Meeting 1 - Introduction and Overview.

Materials: Handouts 1-7

Learning About Social Behavior is a program designed to strengthen social and behavioral skills.

Students who participate in this program learn to recognize and understand six basic feelings which are common to people of all cultures, and to apply this understanding to establishing satisfactory interpersonal relationships, to establishing and meeting goals both at home and at school, and to apply a problem-solving model. It is not a counseling or therapy program.

It is a program in which behavior is studied in the same way that other subject matter areas such as reading, arithmetic and history are studied.

The program has been designed to meet needs evidenced throughout our society for such training. Graduates of many high schools fault their district's educational programs for not having provided them skills and opportunities necessary to establish more satisfactory interpersonal relationships and with having provided them with little opportunity to make sound decisions. The most important factor in keeping a job and gaining promotion is not technical skill but the ability to get along well with others and to manage oneself effectively.

The program is based on J.P. Guilford's Structure of Intellect (SOI) model. The model suggests that intelligence is composed of 120 separate mental abilities. Of these, 30 are related to social and personal behavior skills (use Handout #1—Cube). The program is organized around these behavioral abilities of the SOI model.

A. Examples of Various Behavioral Abilities

1. Cognition of Behavioral Units (CBU) - Recognizing feelings (Handout #2)
2. Cognition of Behavioral Relations (CBR) - Recognizing feelings between two people (Handout #3)
3. Cognition of Behavioral Systems (CBS) - Recognizing a sequence of actions or how a group of people is acting (Handout #4)
4. Cognition of Behavioral Implications (CBI) - Recognizing the consequences of actions (Handout #5)
5. Evaluation of Behavioral Systems (EBS) - Making judgements about appropriateness of actions (Handout #6)
6. Evaluation of Behavioral Implications (EBI) - Making judgements about a course of action (Handout #7)

B. The Program Uses Methods of Assertiveness Training

1. Passive—doormat
2. Aggressive—bully
3. Assertive—forthright

C. The Program Emphasizes a Five Step Problem-Solving Strategy

1. Stop - Think
2. Possibilities
3. Choose the best one
4. Try it
5. See what happens

Meeting 2 - Feelings (Behavioral Units)

Materials: Handouts 8-12; CBU tests

Ekman and Friesen, scientists from the San Francisco area, have found that there are six basic feelings recognized by all people. These feelings are: happy, sad, angry, frightened, surprised and disgusted.

A. Facial Expressions. Feelings are expressed in three parts of the face; the mouth, eyes, and brow.

1. Discuss illustrations noting three parts of each face shown (Handouts 8, 9, 10)
2. Have participants make faces for each of six feelings in order to feel the facial muscles change

B. Body Language. Feelings are expressed by posture, gestures, and motion; this is non-verbal communication.

1. Discuss illustrations noting angle of head, shoulders, arms, feet and hands (Handouts 11, 12)
2. Have participants demonstrate various postures (sad, tense and angry, relaxed and comfortable, nervous and fidgety) to feel the differences.

C. Voice. Feelings are also expressed by tone of voice—independent of word meanings.

Have participants recite the following line with different feelings (happy, sad, angry, frightened, surprised, disgusted): "I'm going to the store this afternoon."

D. Tests. Duplicate three or four pages from the CBU test and give those in the audience an opportunity to try and recognize feeling expressed in some of the more difficult items.

E. Discuss importance of recognizing feelings in others.

  1. Helps us to predict the actions which may follow the feeling.

  2. Helps us to modify our own behavior—depending upon the feeling being expressed and the situation.

Meeting 3 - Getting Along With Others (Behavioral Relations, Behavioral Systems)

Materials: Handout 13; chips; CBR, CBS, EBS tests (In Individualized Instruction Supplement)

To get along with others it is necessary to understand what happens between people, to respect others, and to stand up for oneself.

A. Assertiveness Training (Handout 13. May be illustrated on chalkboard.) There are three types of behavior which we all use at various times in an attempt to meet our own needs. The types of behavior are: bully, doormat, and assertive. Chips are used to let students know when they act a certain way.

  1. Bully—aggressive (red chip)

    a. Eyes--squinting, angry

    b. Mouth--tense, angry

    c. Hands--clenched fists

    d. Feet--fighting stance

    e. Voice--rough, loud, angry

    f. Language--abusive, insulting, bossy, blames others

  2. Doormat—passive (blue chip)

    a. Eyes--downcast or glazed, sad

    b. Mouth--sad, frightened

    c. Hands--in pockets, behing back, on face

    d. Feet—close together, intertwined

    e. Voice--soft, mumbling, none at all (often shrugs)

    f. Language--timid, apologetic, uninvolved

  3. Assertive--forthright (white chip)

    a. Eyes—straightforward, looking at other person

    b. Mouth—relaxed or smiling

    c. Hands—open and relaxed

    d. Feet—relaxed, balanced, firmly planted

   - e. Voice—natural, clear, strong
   - f. Language--natural, polite, respectful

B. Lessons

1. Saying "No" to a Friend in Three Different Ways (see lesson plans on friends)
2. Responding to Bullies, Doormats, and Assertive People
3. Giving and Receiving a Compliment

C. Tests. Duplicate more difficult test items from CBR, CBS, EBS tests and give those in audience an opportunity to practice these items.

Meeting 4 - Problem-Solving (Behavioral Systems, Behavioral Implications)

Materials: Handout 14; CBI and EBI tests

It is important to have the facility to solve problems for oneself and with a group. Ideally we would like to solve problems so that each person involved feels "OK" about the solution—i.e. he basically feels his needs have been met. While this is not always possible, we have developed a strategy for thinking through problems and dilemmas which works for most of our students most of the time.

A. Five Step Problem-Solving Strategy (Handout 14)

1. Stop - Think (Cognition-what really is the problem?)
2. Possibilities (Divergent Production-many possible solutions)
3. Choose the Best One (Evaluation)
4. Try It (Convergent Production)
5. See What Happens (Cognition)

B. Sample Dilemmas. Have those attending the meeting supply some suggestions or use cards from the dilemma section of the Role-Playing Cards.

C. Lessons

1. Getting What You Want
2. When to Tell

D. Tests. Duplicate more difficult test items from CBI and EBI tests and give those in audience an opportunity to practice these items.

Meeting 5 - Student Presentation

Materials: Handouts 1 through 14; chips

Students who have a good understanding of the program participate in a demonstration lesson.

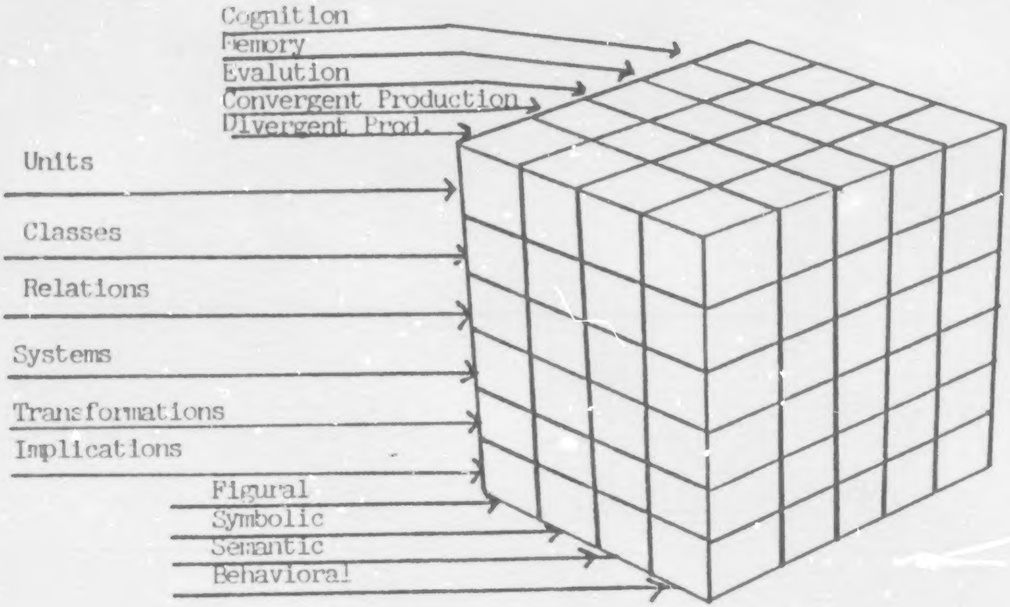
A. Review Program

1. SOI Model (Handouts 1 through 7)
2. Feelings (Handouts 8 through 10)
3. Assertiveness Training (Handout 13)
4. Problem-Solving (Handout 14)

B. Student Demonstration Lesson

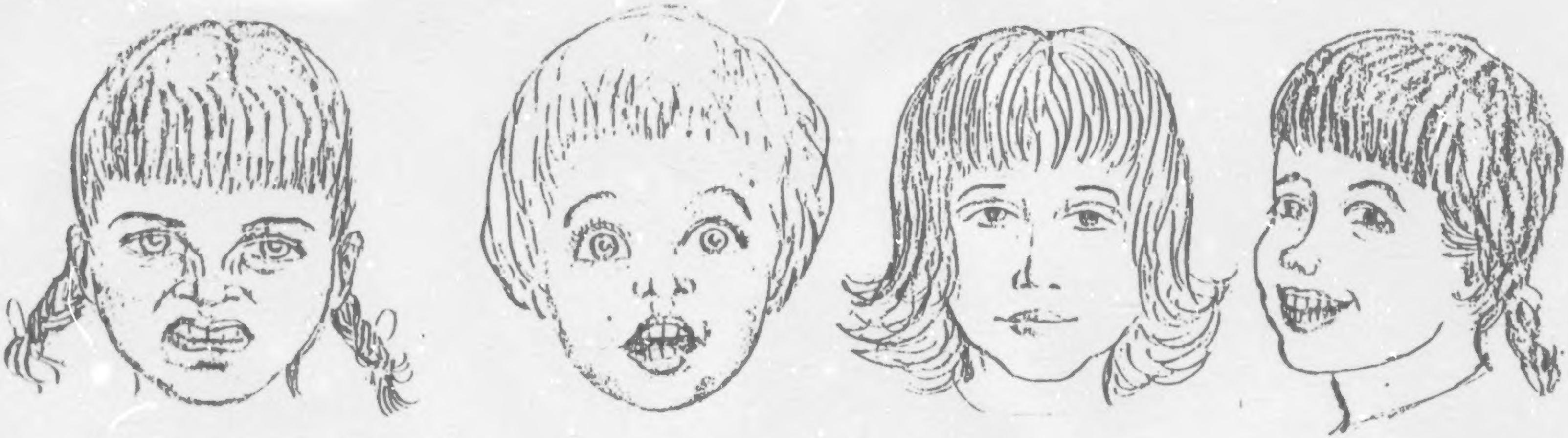
1. Discuss and demonstrate "Three Ways of Acting"
2. Sample lesson: "What is a Good Friend?"
3. Group Problem-Solving (Select a topic from the dilemma section of the role-playing cards or have students suggest a topic based on their experiences.)

Structure of Intellect Model

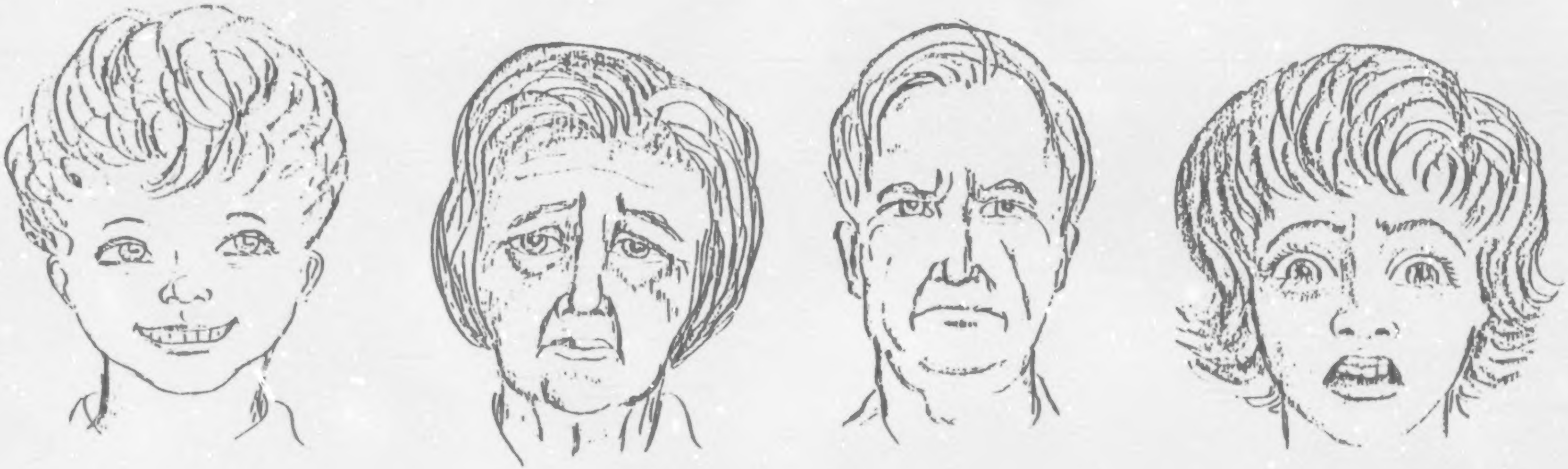

Cognition
Memory
Evalution
Convergent Production
Divergent Prod.
Units
Classes
Relations
Systems
Transformations
Implications
Figural
Symbolic
Semantic
Behavioral

CBU
(Cognition of Behavioral Units)

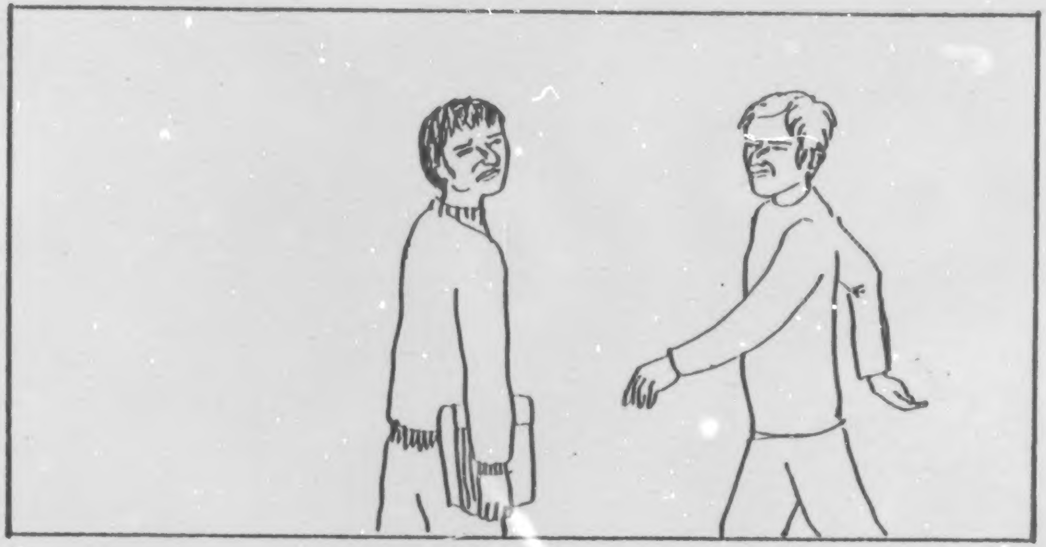
Find the one who is disgusted or doesn't like something.

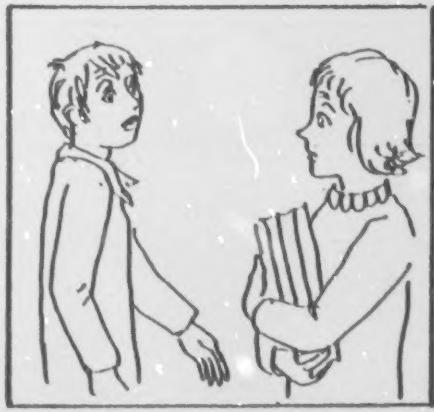


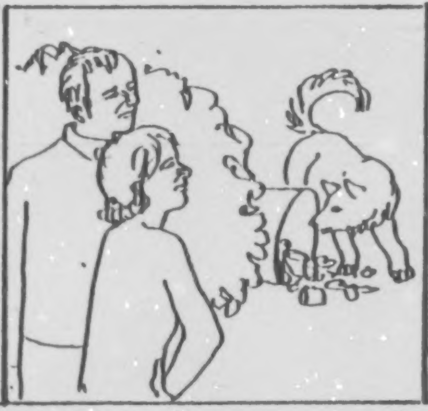
Find the one who is afraid.

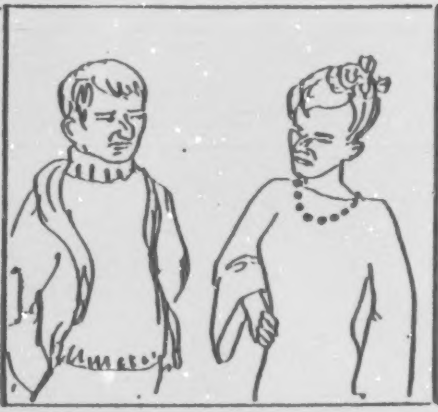


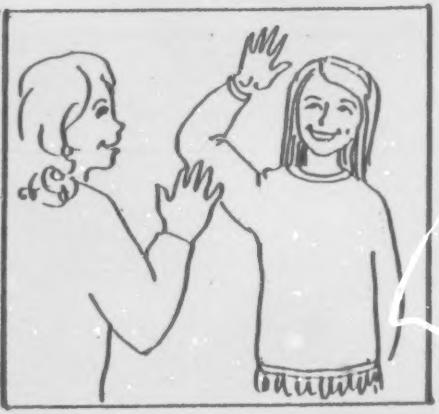
CBR
(Cognition of Behavioral Relations)











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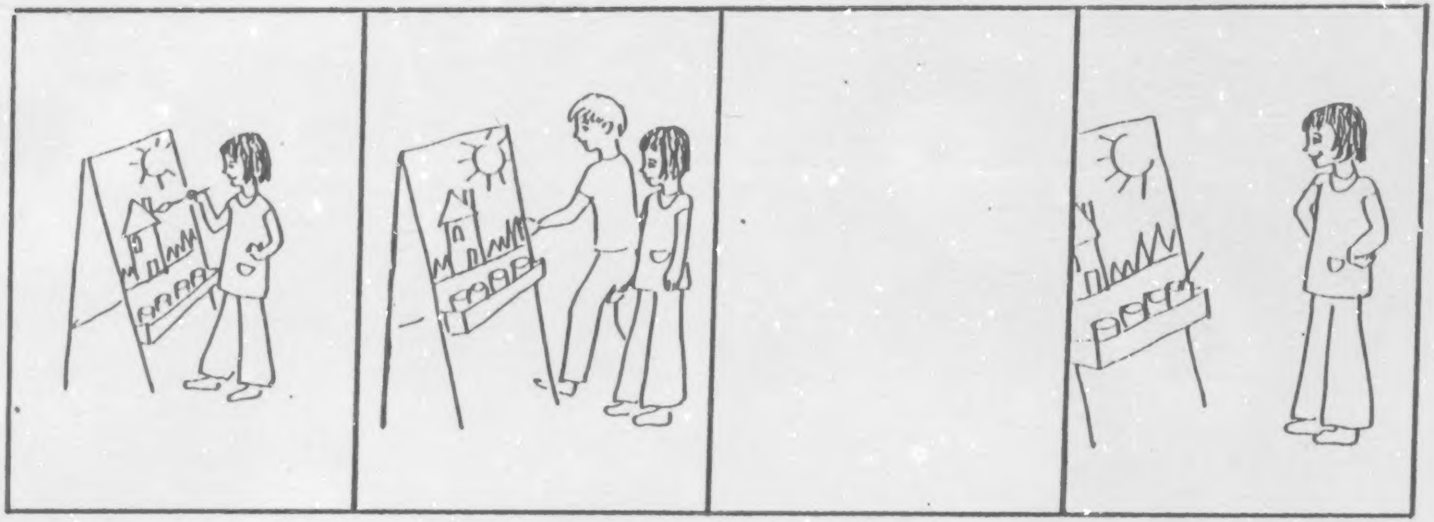
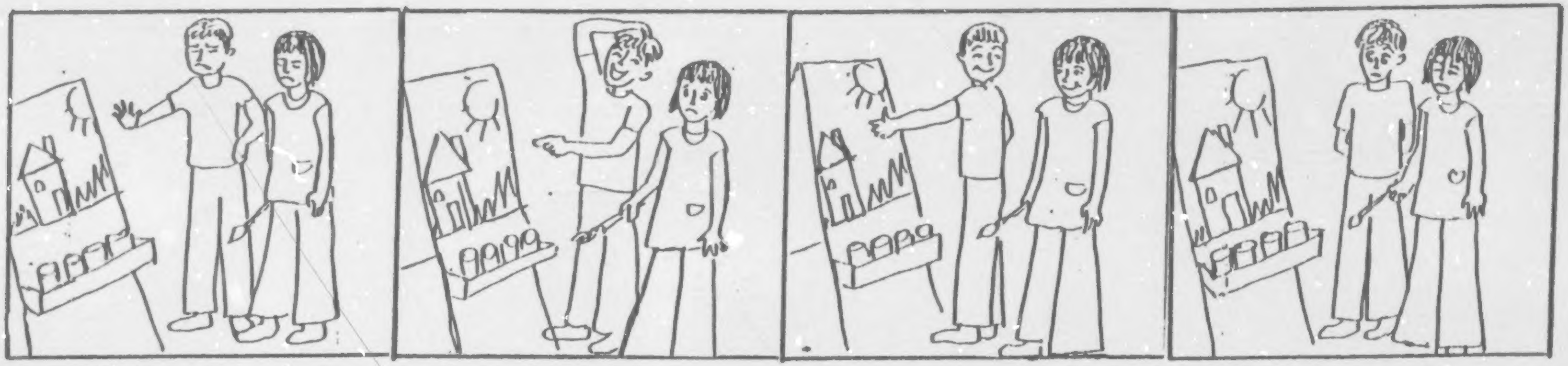
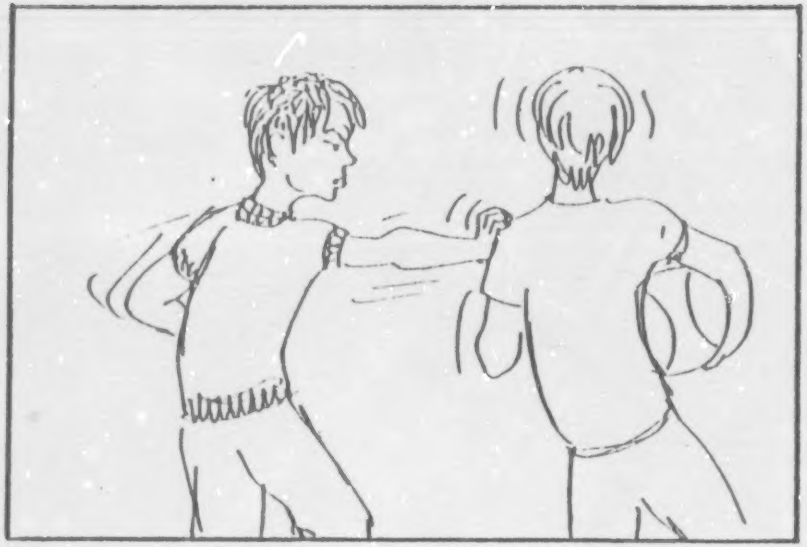
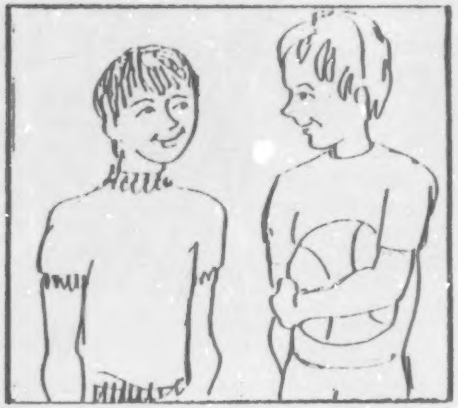
CBS
(Cognition of Behavioral Systems)





CBI
(Cognition of Behavioral Implications)





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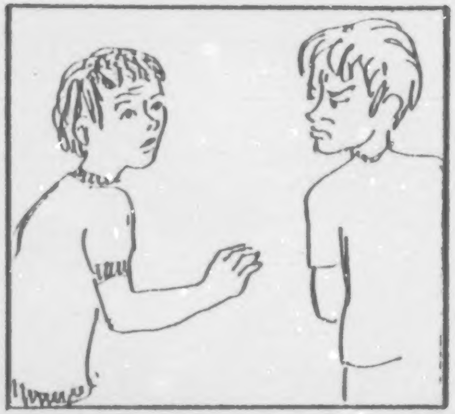
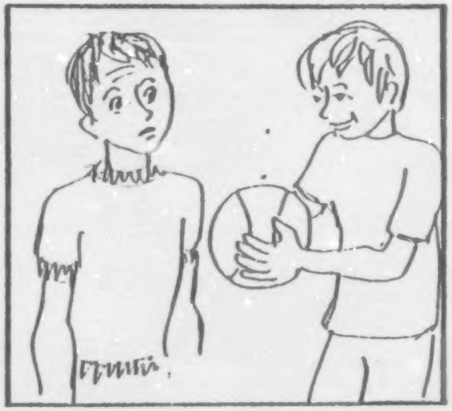
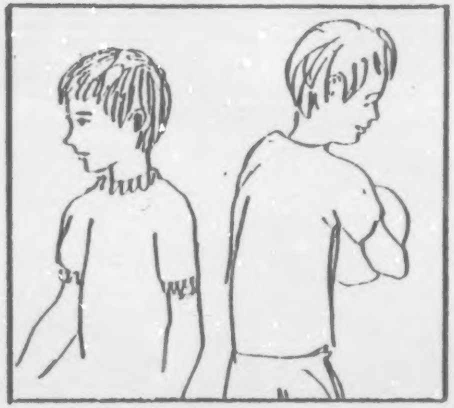
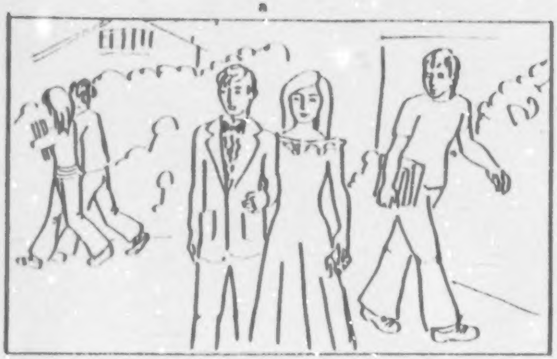






EBS
(EVALUATION OF BEHAVIORAL SYSTEMS)

a



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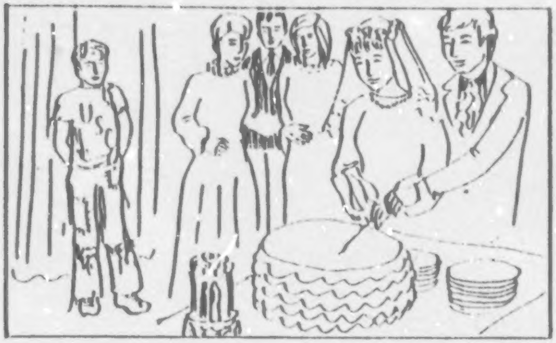

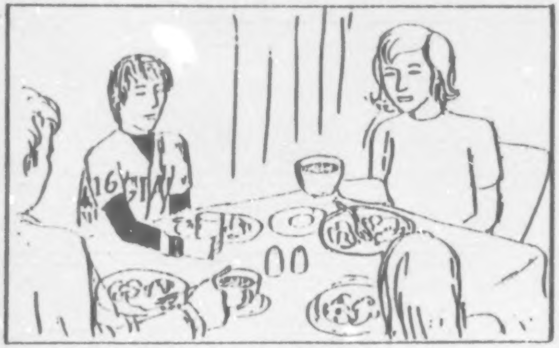

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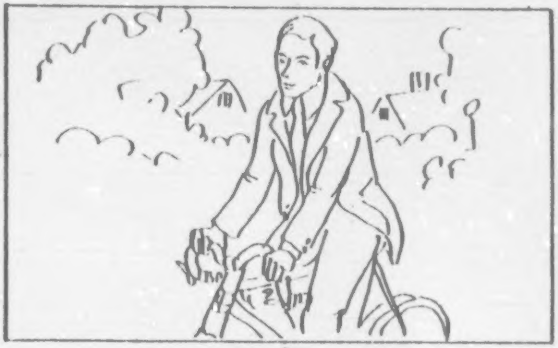
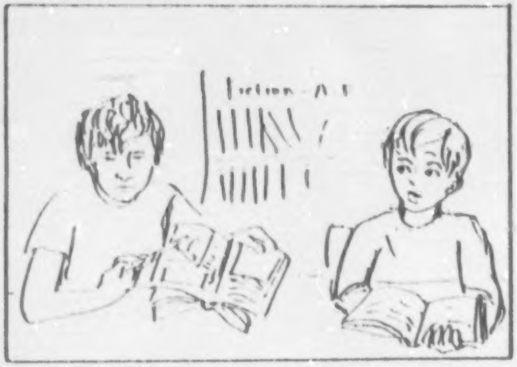


d

EBI
(EVALUATION OF BEHAVIORAL IMPLICATIONS)

If you see someone cutting a picture out of a book in the library:

a



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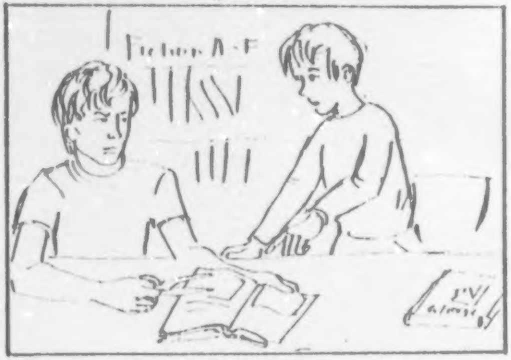

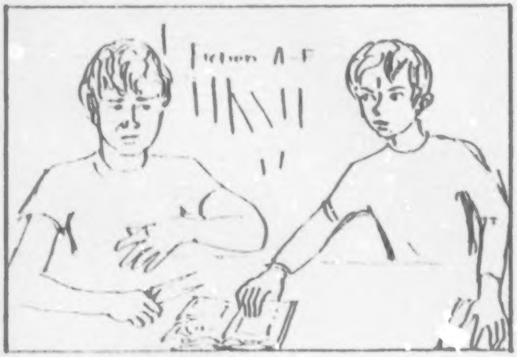

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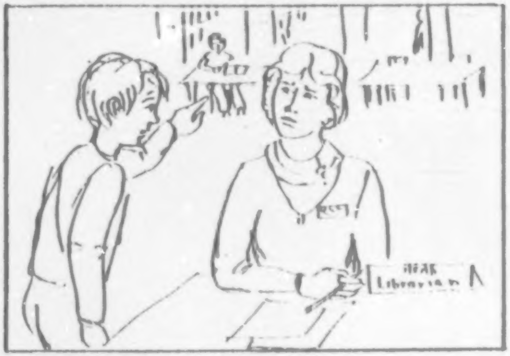
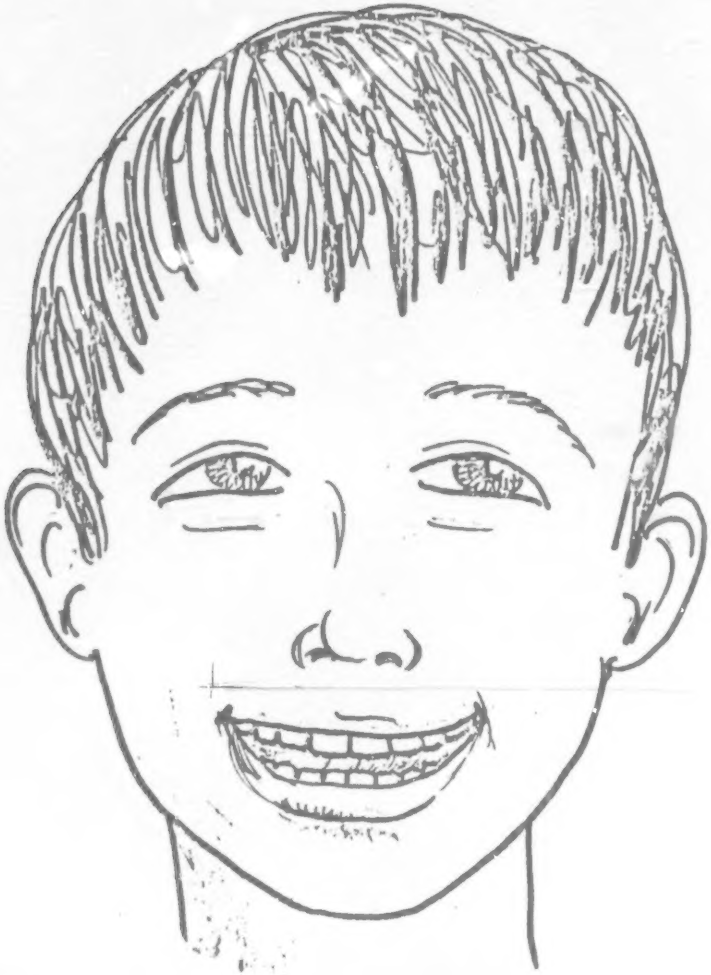
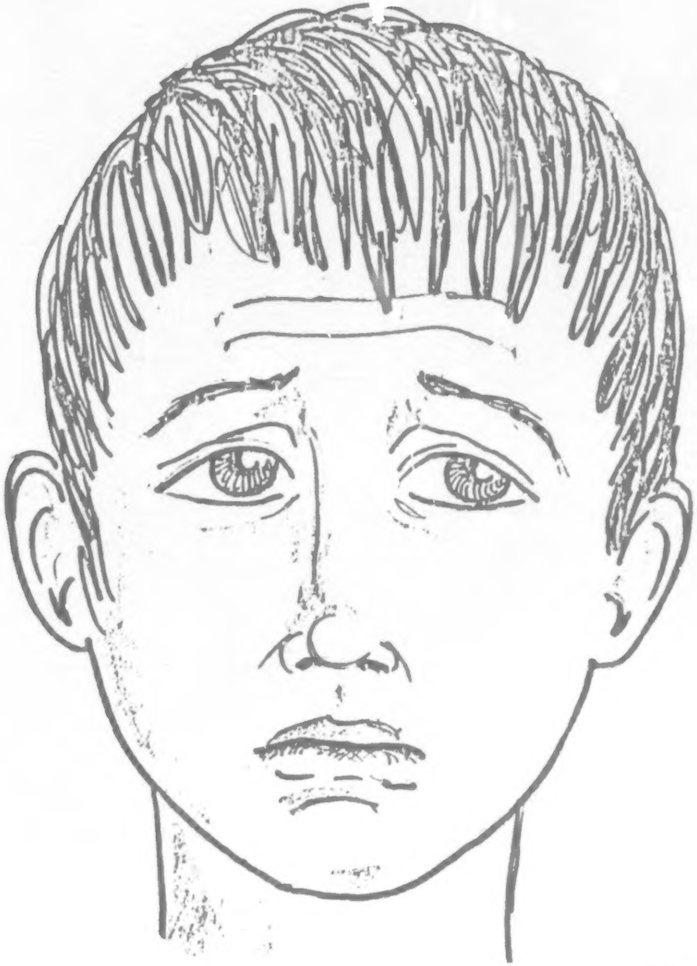


d



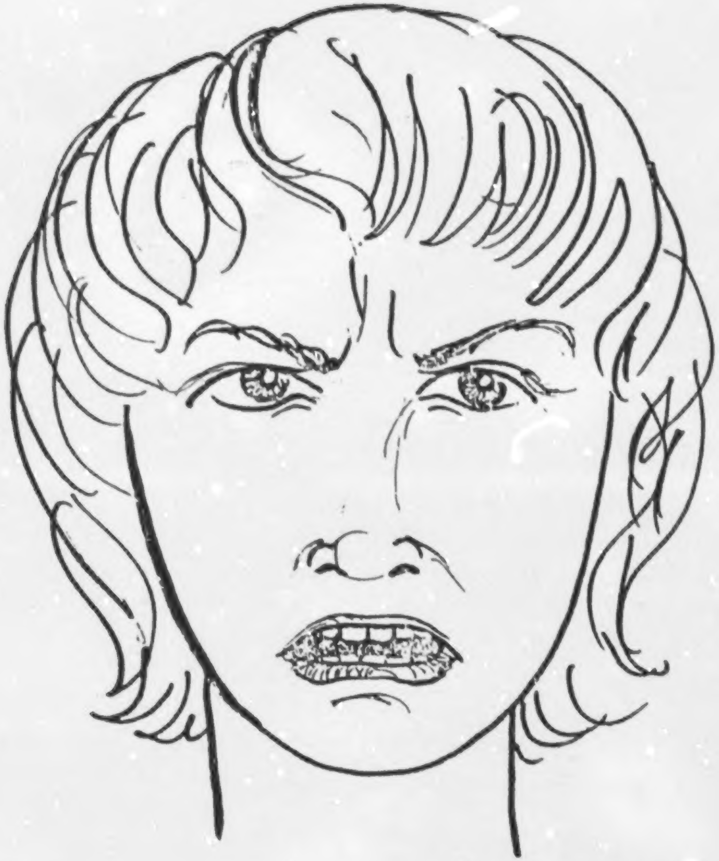
572

Happy

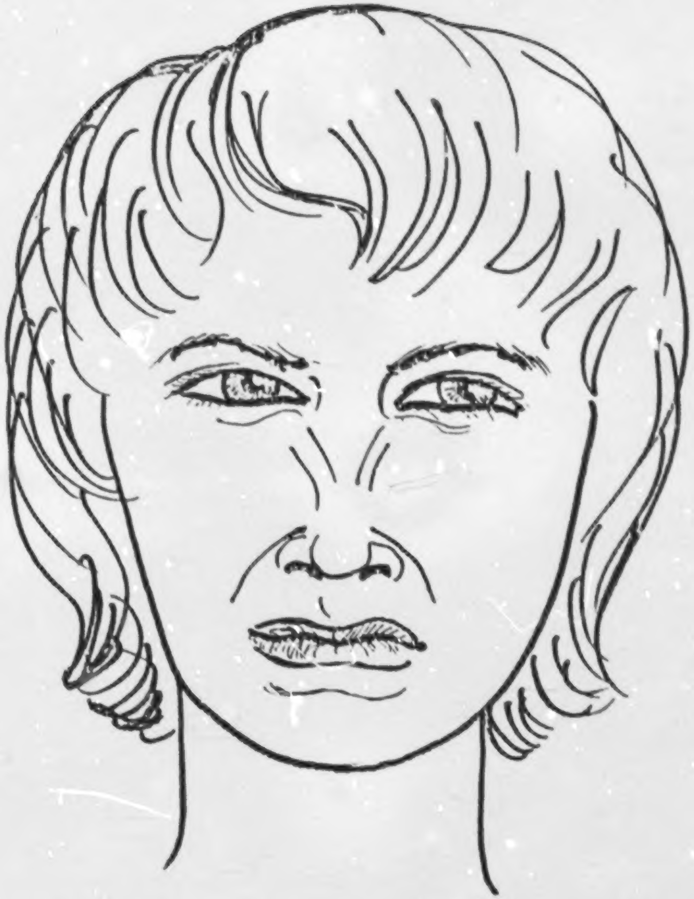


573

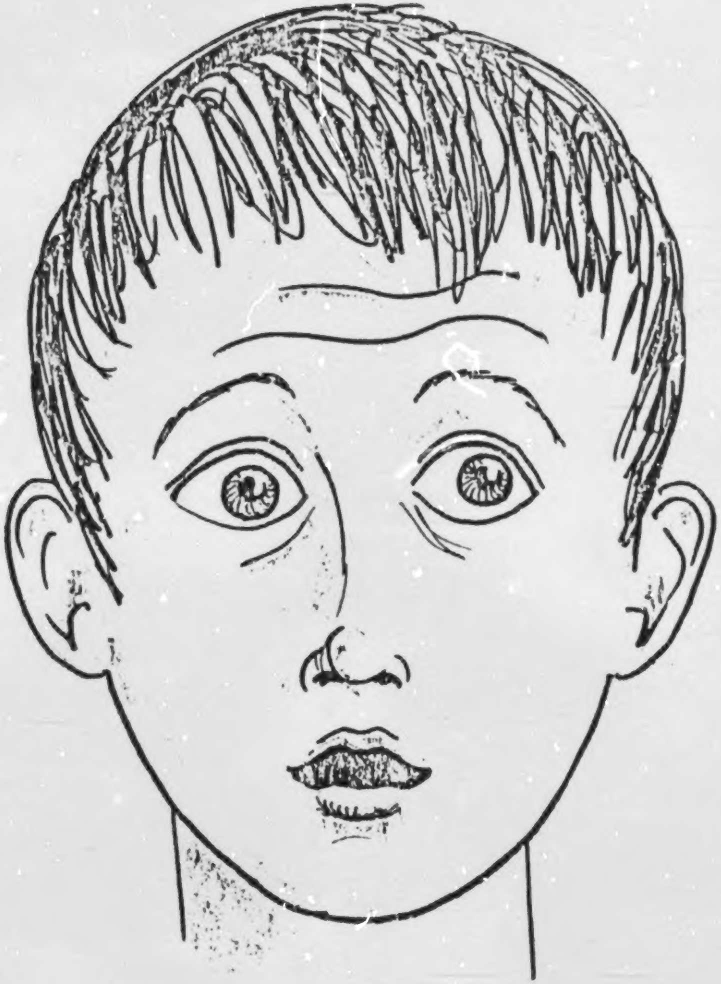
Sad



574 Anger

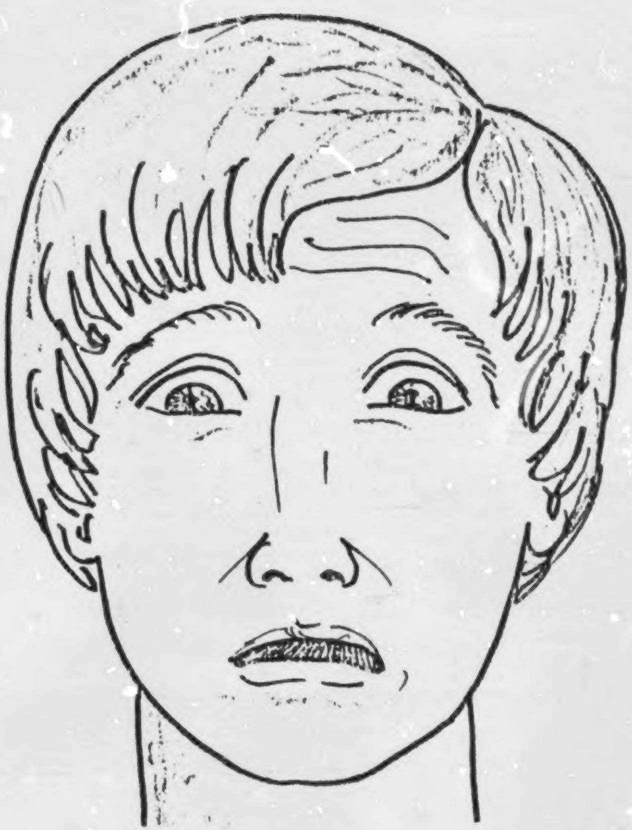


Disgust 575



Surprise

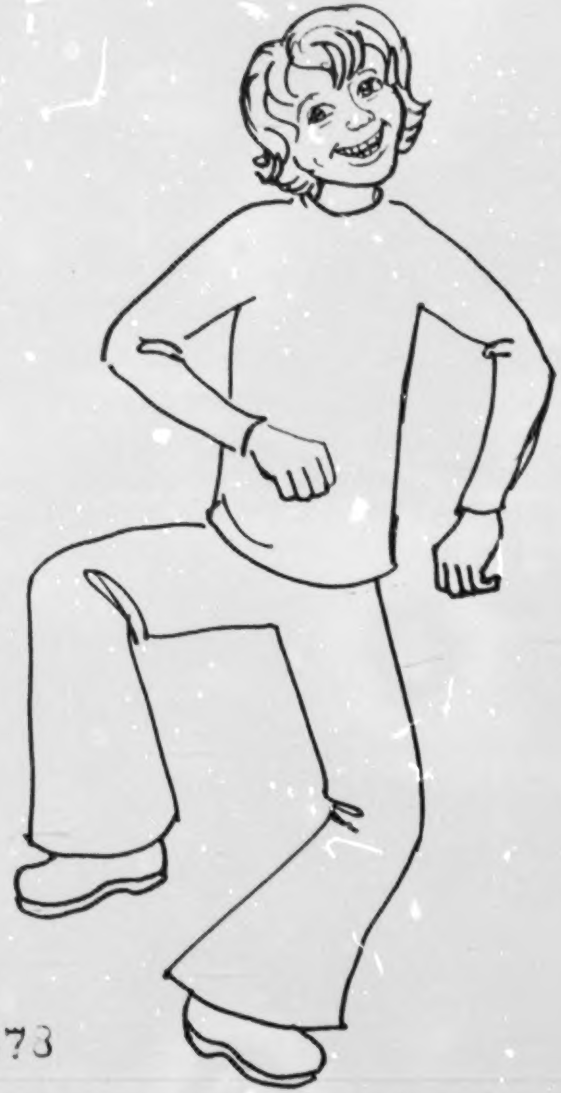
576



Fear

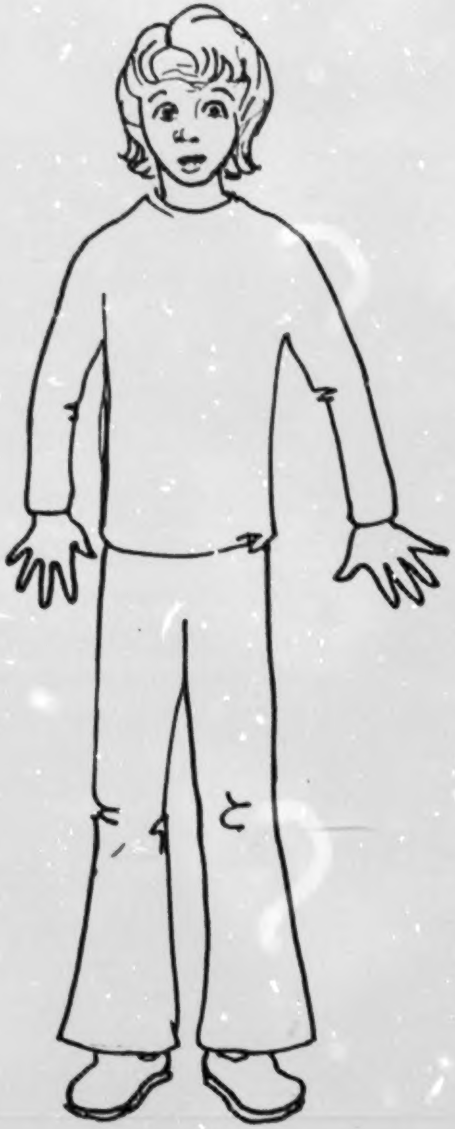
577

300

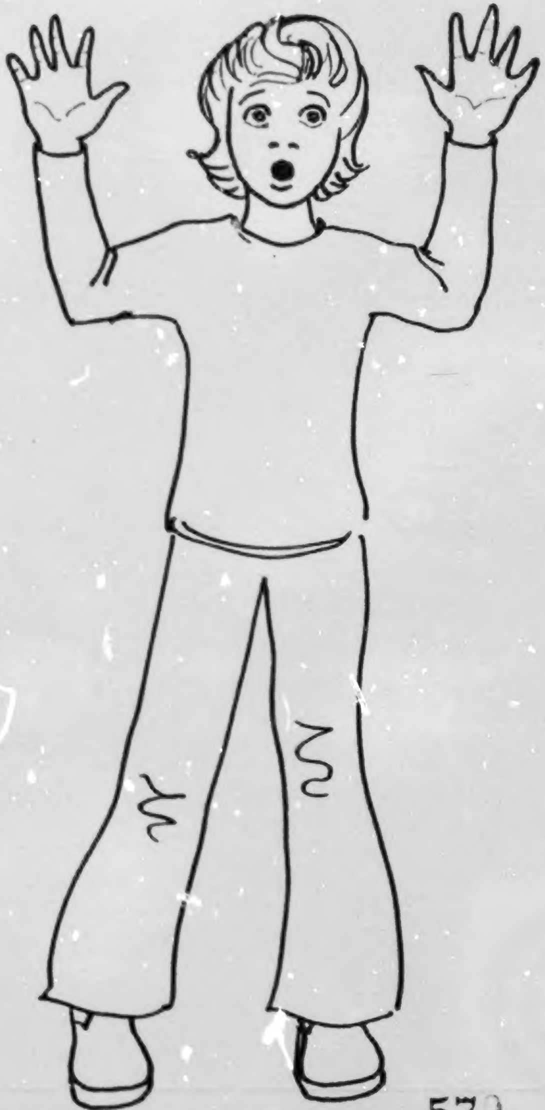


573

Happy



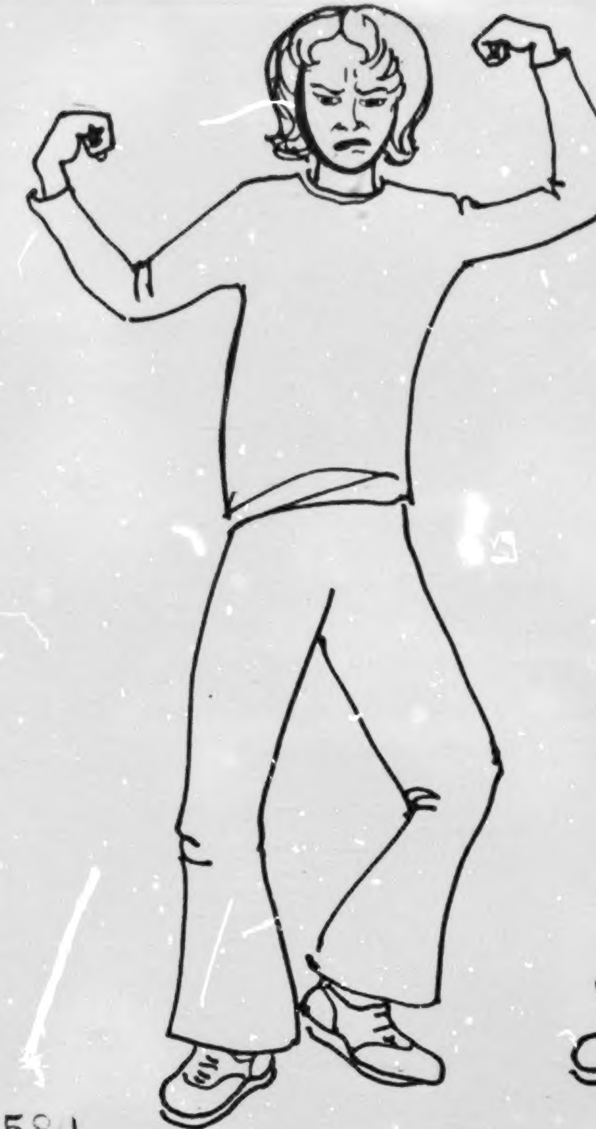
Fear



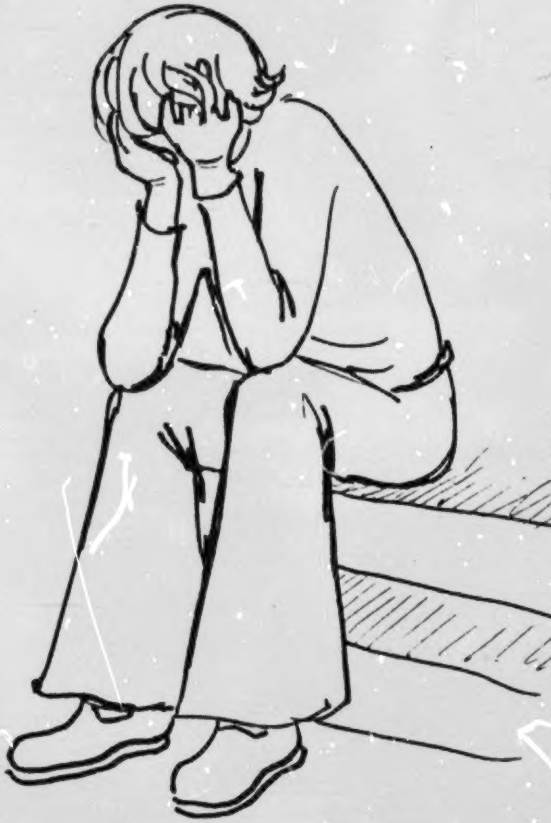
579

Surprise

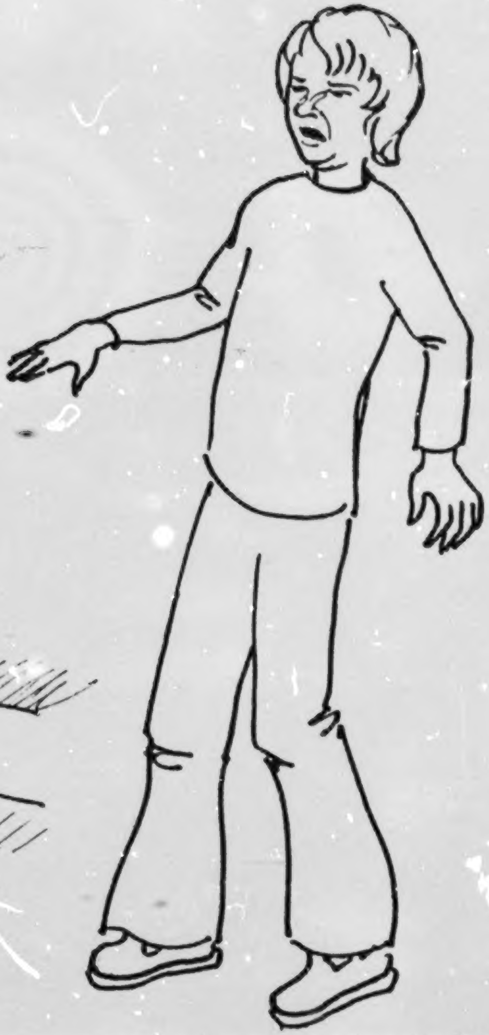
301



Anger

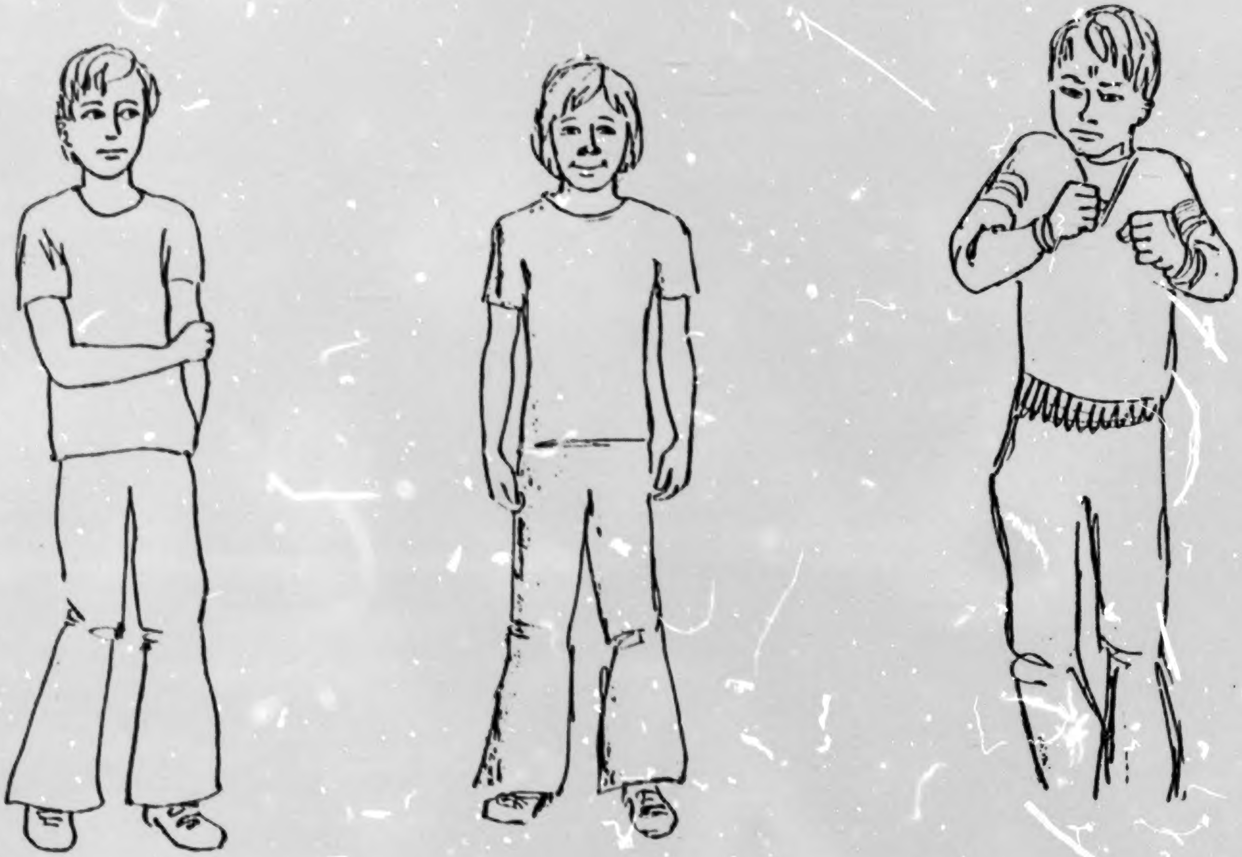


Sad



Disgust

Three Ways of Acting



Doormat

Assertive

Bully

Problem Solving Steps

Stop — think

Possibilities

Choose the best one

Try it

See what happens